

# PHYSICAL EDUCATION KNOWLEDGE ORGANISER

## Year 2 Dance activities – African dance

### I will learn...

#### HANDS

to copy & repeat simple African dance actions and patterns.  
to link actions together when in a group to create basic motifs.  
how to control my body to try to perform in time to an African music beat.  
to tell a story using my body and facial expressions.  
to listen to and follow a steady, rhythmical beat.  
to practise using a djembe drum to help others keep time when performing.

#### HEAD

how to plan and remember simple motifs on my own, in pairs and in small groups.  
the dance actions used in a dance from a different culture.  
different vocabulary that links to the African dance theme.  
to think about and describe how an action was performed.  
to think and talk about how an action could be improved.  
to decide which actions and gestures to choose to suit the African dance theme.

#### HEART

to be safe at all times and follow instructions.  
how to work on my own whilst sharing space safely with others.  
how to work with a partner and in small groups safely and fairly.  
to listen to others opinions when planning in a small group.  
to try to explain why we warm up at the start of a lesson and why we need to stay healthy.  
to be more confident about my ability, particularly when trying new skills.  
To be determined to do my best & that it's OK to ask for help.

**Key questions:** What actions are unique to African dance? How can you describe the music? How did you keep time when performing the motif? How did you decide to perform with a partner? What formation did your group decide to use? Was it easy to keep the beat when beating the drum? Was it easier or more difficult with or without the music? Why?

#### Key vocabulary:

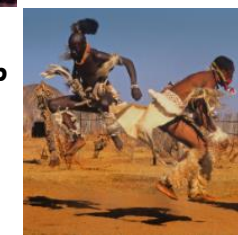
**Motif** – a short section of dance. Motifs can be joined together to create a longer dance.  
**Gesture** – telling a story or showing feelings whilst performing without using words.  
**Formation** – dancers arrange themselves in a certain way such as in a circle or lines.  
**Expression** – the way a dancer uses movements, facial expressions and body language to show emotions.  
**Pathway** – the invisible trail left by a dancer when they move from one spot to another.  
**Levels** – Shapes, linking moves and travel actions can be performed with the body on low, medium and high levels.  
**Exaggerate** – enlarge actions performed to make them easier for an audience to see and magnify their meanings.  
**Rhythm** – a regular pattern of sounds and silences in a piece of music / percussion beat.  
**Beat** – the rhythmic movement / speed at which a piece of music is played.  
**Unison** – when dancers in a group perform the same actions at the same time.  
**Cannon** – when dancers in a group perform actions one after the other.  
**Control** – Actions can be started and stopped, shapes can be held still and directions travelled in can be changed efficiently.  
**Warm-up** – prepare the body for exercise with gentle actions and stretching.  
**Healthy** – when the body or mind are in good condition and complete well-being.



Strong, sharp actions



Change of level



Jump



Group formation



Wide



Stamp