

PHYSICAL EDUCATION KNOWLEDGE ORGANISER

Year 4 Dance activities – World War II

I will learn...

HANDS

how to go from fast to slow & slow to fast suddenly when performing different actions without losing control of my body.
 how to change mime actions into dance actions.
 to tell a story from British history using my body and facial expressions.
 to perform in a longer dance that ranges from working on my own to working in small and large groups at different points.
 to travel, jump and turn, showing different dynamics on a variety of levels.

HEAD

to talk about what I know and remember about WWII.
 to use what I learn in history lessons to improve my performance.
 to plan and remember when I need to change speed, depending on the dynamics of the motif.
 to decide on & describe gestures that suit a particular time or event in WWII.
 to talk and plan with others to create a group performance.
 to use simple dance vocabulary to compare & improve my own performance.
 to understand the feelings that a person may have felt at that time.

HEART

to be safe at all times and follow instructions.
 to work on my own and with larger groups of peers.
 to share ideas with and listen to others.
 to compare my performance with others.
 to explain reasons for a warm up.
 why exercise is good for my health.
 How to describe the effects of exercise on their bodies at different points during an activity.

Key questions: What are the basic actions? What do you know about 1939? What do you know about WW2? What is unison? What are dynamics? Which basic actions did you use when travelling across the battlefield? What did you notice about your breathing and heart beat during this air-raid motif? Why was this happening?

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.

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.

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

Unison – when dancers in a group perform the same actions at the same time.

Canon – 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.

Exercise – activity using the body that maintains or improves fitness.

Evacuees



Neville Chamberlain war announcement

Soldiers marching



The Blitz

Battle field



VE Day