

# PHYSICAL EDUCATION KNOWLEDGE ORGANISER

## Year 2 Dance activities – Plague & Great Fire of London

### I will learn...

#### HANDS



to repeat actions of travel, turn and jump, gesture, stillness at different levels and speeds.  
 to link actions together to create basic motifs.  
 how to control my body to try to perform in time to different music tempos to fit to the theme of the Plague and the Fire.  
 to independently use gesture to tell a story using my body and facial expressions.  
 to use stillness at the start of and during a motif.  
 to develop how to show gesture independently in basic motifs to tell a story without words.  
 to create and perform actions to tell a story on my own & with others.

#### HEAD



how to plan and remember simple motifs on my own, in pairs and in small groups.  
 to think about and decide which gestures will be best to use in response to the Plague and Great Fire themes.  
 different vocabulary that links to the Plague and Great Fire themes.  
 to think about and describe how an action was performed.  
 to think and talk about how an action could be improved.  
 to use my knowledge of the Plague and Great Fire of London to decide which actions and gestures to choose.

#### 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:** Can you remember the basic actions? What is a motif? What do you know about the plague & GFL? How did you make yourself look like you were in pain? How can you use your body to gesture when you stay on the spot? How can you make it look like fire is growing? What gesture do you use when fire is fierce? How did you perform different emotions and dynamics for each motif? What did you have to do to body & facial expressions to convey feeling of fear?

#### 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.

**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

**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.



Plague



Plague doctor



Ring o' roses



Pudding Lane



Bakery



Great Fire of London