

PHYSICAL EDUCATION KNOWLEDGE ORGANISER

Year 5 Dance activities – Titanic

I will learn...

HANDS

to develop my imagination and creativity in movements & gestures relating to the Titanic 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 an historical event 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: What are the basic actions? What do you remember about the building of the Titanic? Why is gesture important in dance? How can you adapt mime into dance? What adjectives can you use to describe the icebergs? How can you hold a body shape when travelling? What are dynamics in dance? What do you have to do with your body to suddenly change the dynamics? What moods would have been felt by the survivors as they watched others drown? How can we create a ghostly, solemn atmosphere?

Key vocabulary:

Titanic – a British passenger liner operated by the White Star Line that sank in the North Atlantic Ocean on 15 April 1912, after striking an iceberg.

Irregular – a shape or formation that is not symmetrical and consists of unusual angles.

Solemn – serious behaviour that creates a grave mood.

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.

