

PE

How can we use dance to create an affect?



Class Tamar

Spring 1 2024

In pairs we developed a sequence of dance movements connected to wind to 'Swan Lake'. We included stillness and different levels. To extend our sequences even further some of us made sure that we started and finished our sequence with an interesting shape.



A breeze flows quietly so I know to move gently without using my voice.



A blustery wind moves more quickly and I need to make my movements bigger going low and high.



We continue to work on our sequences from last week however we added a new level to our sequences. We had to include at least one roll within our dance sequence to interpret the wind in the song 'Swan Lake'.




We used a dish roll and rolled in time with each other across the mat.

We used an 'egg roll' and rolled across the mat one after the other.



In pairs we created and performed a dance sequence of at least 5 linked movements based on the wind that included changes of level and speed. We did this to the song 'Let's Go Fly a Kite' from the musical 'Mary Poppins'.



We started our sequence slowly and then as the kite began to fly we got faster.

We used a lot of the same movements from last week, going high and low, but also added some speed!

We watched Gene Kelly's performance of 'Singing in the Rain' and identified what made his performance so good. We identified that he uses lots of expression, he carried himself with confidence and used a range of different movements. Our aim was to try and do this in our sequences today working in groups to create and perform a longer sequence to the song 'Singing in the Rain'.



Gene Kelly moves with a lot of confidence and his head is held high.

To show that it's raining we are looking up and holding our hands out to the rain whilst spinning.

We continued to practise our sequences to 'Singing in the Rain' and performed these to the class. We took on some feedback from each other and had time to use this feedback to make our performances even better. We did our final performances at the end of the lesson and had time to reflect with each other on how we did.



I really liked how you were all synchronised and used different levels.

I think you worked really well as a team!

I was impressed to see leaps in your sequence to show it was raining.

What I have learnt before:

- In class Cremyll we worked on developing balance, agility and co-ordination in dance and we performed dances using simple movement patterns.

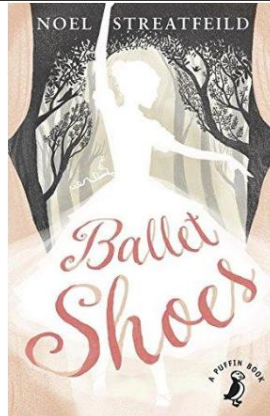
**Forever Facts**

To create an interesting start and finish to a dance sequence we need to use interesting shapes.

When performing a dance with others we should mirror our movements or stand side by side.

Using different levels (using tall, medium and low movements) in dance adds variation.

Dance can be used to tell a story and create different emotions for the audience.

Exciting Books**Subject Specific Vocabulary**

sequence

A series of movements of your body and feet.

timing

Timing defines when certain movements will occur - it helps to listen for the beat, tempo or rhythm.

interpret

To show emotions, conditions or situations by translating them into movement.

levels

High, medium and low shapes and movements.

shapes

Shapes for dancers to make with their bodies.

Skills

Develop a sequence of dance movements which include stillness and different levels.

Work in a small groups to create and perform a dance sequence.

Use a stimulus to create and perform a sequence of dance.

Our Endpoint

I can perform a dance which represents the weather.

Personal development:

Dance promotes creativity, personal growth, social interaction, teamwork & problem solving. Jobs you could do: working within performing arts and education.