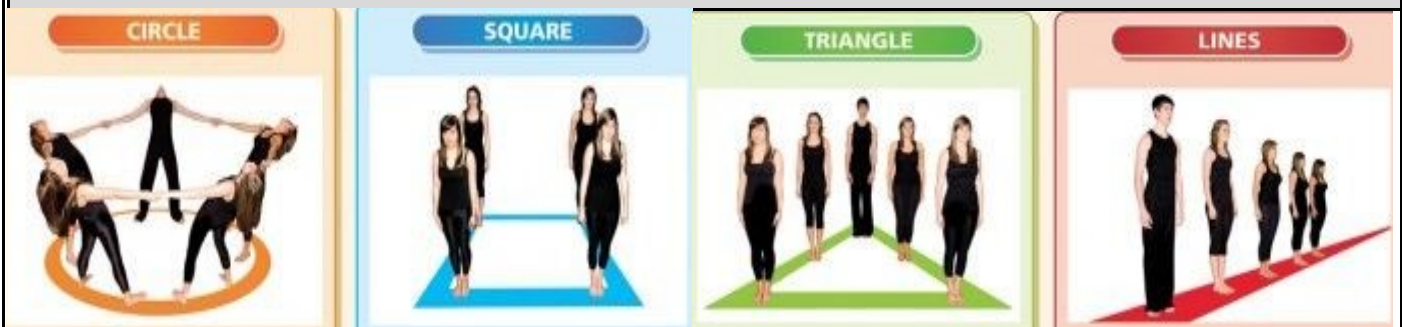


## Key Learning and Vocabulary—Dance LKS2



### SPACE → WHERE

OVER  
UNDER  
CLOSED  
OPEN  
UP STAGE  
DOWN STAGE  
ISOLATED

CIRCULAR  
—LINEAR—  
CLUSTER  
CLUSTER CLUSTER  
CLUSTER  
PERSONAL SPACE  
FORMATIONS  
EXTENDED  
HIGH  
LOW

### RELATIONSHIPS → WITH WHO

SOLO unison confrontational  
close proximity duet  
1 v 3 small groups  
big groups distant canon  
face to face mirroring 2 v 2  
cluster opposite side of stage

Children can use Space and Relationships when performing and composing dance sequences. For a 32 count dance phrase, at least one use of space and one use of relationship should be included. Contact work and spatial awareness are key components and should be encouraged to develop dance skills further.

### When You Exercise Remember To

### Warm-Up & Cool Down



### Safe Dance Practice

Children will be able to talk about warming up and cooling down using basic explanations. They will also be able to demonstrate some strength and stamina within their performance and be able to talk about this and why it is important :

- Strength—using strength helps to stop dancers from looking lazy. Strong movements can make the dance look cleaner.
- Stamina—How long you can perform a sequence for without looking or feeling tired.

## Corrections & Feedback

Children will be able to correct themselves and others using constructive comments, for example:

- Identifying a certain aspect of the performance which they like and then explaining how they could use it to develop—“I really liked the way they used their bodies to show the motion of the sea, I could use this in another section as it worked really well.
- Can analyse improvements and suggest other areas of development for themselves and others—“I have improved the strength in my arms by making sure I stretch all the way to the ends of my finger tips. I keep forgetting what comes next after this movement so I need to practice to make sure I remember.