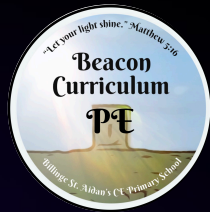


# Year 4 - Egyptian Dance - HT2



**Prior Learning:** In year 3, children created dances using a stimulus, they worked in small groups and began to evaluate and give feedback on performances. They were introduced to key movements in their dances including unison, canon, space and timing.

### Key Skills

<b>Physical Me:</b>		<b>Thinking Me</b>	<b>Value Me:</b>
Co-ordination	Skip	- To improve my dancing	- Kindness
Balance	Gallop	- Remember dance movements	- Respect
Agility	Jump		
Strength	Hop	<b>Healthy Me:</b>	<b>Social Me</b>
Power	Speed	- Warm ups	- Co-operate with others
Flexibility	Control	- Pulse raiser	- Respect others performing
		- cool down	

### Key Vocabulary


Inspire	Collaborate
Pathways	Choreograph
Direction	Timing
Counts	Create

### Key Knowledge

**Choreograph** - Is the act of designing dance

**Direction**- Direction in dance is the line taken by the body. Direction can refer to shapes, movements, sequences of movements or relationships between dancers.  
**Direction** may be Forward or backwards Sideway or Diagonal

**Pathways**- In dance pathways refer to the path or pattern made by a body part  
- Pathways can be straight, angular, curving, symmetrical, asymmetrical



### Topic Vocabulary

Symmetry	Asymmetry
Silhouette	Hieroglyphics
Sculpture	Egyptian
Gods	Goddess

I can statements	✓ X
Cooperate to make a dance warm up and take on a leadership role	
Respond imaginatively to a stimulus	
Dance in unison with a partner/ group performing a range of movement patterns	
Perform in canon showing a range of movement patterns	
Perform a variety of levels and pathways in a dance	

Anything else you have learnt? What have you enjoyed?