



Waterbeach Community Primary School

Curriculum Capture for Year 4

PE: Dance – Cold Places

Theme: Healthy Living

Key Knowledge

Complete a short movement phrase showing clear positions of stillness, stepping patterns and interweaving pathways.

- Create and perform short movement phrases to include snowflake shapes.
- Focus on the shape of the snowflakes/icicles, e.g. angular, long and thin etc.
- Encourage the use of different levels, tension, tight shapes with a clear focus and tip toes and light feet.
- Combine snowflake shapes, travelling and icicle shapes together to create a travelling phrase.
- Practise working on light, shivering dynamics and a clear held position of stillness.

Create and perform a duo dance phrase communicating a character dance of Penguins

- To observe and evaluate movements describing character and quality of movement.
- To discuss actions linked with movement words associated with penguins e.g. waddle, hop, flap, glide, huddle, slide.
- To focus on how penguins hold their body.
- Perform a stepping pattern phrase using an interweaving pathway and combine with two sliding and flapping ideas.

Refine the movement phrase and introduce the idea of penguin huddles and King penguins herding the others.

- Introduce the idea of lead and follow then perform the sliding and flapping phrases in a lead and follow pattern.
- To focus on huddling actions e.g. head movements and ruffling of feathers.
- Use the travelling motives to move around in pairs in lead and follow formations, then huddle with other pairs working in unison.
- Have linked the snow and ice section, interweaving, lead and follow, and huddling sections together

Create the final piece of the dance, adding polar bear actions and movements

- Introduce the dance idea of polar bears. How do they move? Individually explore travelling using the action words of striding, bounding, pouncing, rolling and jumping.
- Encourage the use of different body parts, levels and powerful dynamics.
- Link 1 movement from each key word (stride, bound, pounce, roll, jump) together to create a movement phrase.
- Pupils practise and refine all the sections of the dance, ready for final performance.

Vocabulary

Stillness	A moment of no movement within a dance to create quiet or tension.
Stepping Patterns	Movement(s) done for each of the dance steps.
Unison	All dancers are moving and performing at the same time.
Pathways	Where in space, straight, curved, zig-zag. Sometimes combining and 'interweaving' with another dancers.
Dynamics	How dance movements can be performed in different ways creating light and dark.
Lead and Follow	Following the pathway of another dancer
Compose	To explore, improvise, select, shape and refine movements into dance phrases or whole dances.



Icicles



Snowflake



Penguin stances



Pouncing

Key Skills

Translate ideas from a variety of stimuli into movement

Compare, develop and adapt movement motifs to create longer dances.