



PE	Year 5
Focus: Dance	
Age related PE vocabulary	

Unison– all together at the same time	Phrases– mini dance routines	Canon– one after the other	Dynamics– how a dance is performed (mood/atmosphere)

Key Knowledge:

- We use counts of 8 to keep us all in time
- We can travel in different ways to convey a character
- We can work collaboratively-using each other as part of our dance and use ‘action and reaction’ in our routines
- We use unison, matching and mirroring as relationship techniques within dance
- Dances can use a ‘theme’ as a stimulus to inspire ideas
- We have to practice dance to improve the movement and timing
- Formation is where we are positioned during the dance

PE Y5 Dance	Carlton Assessment Grid		
Success Criteria	Pupil Reflection		Teacher Assessment
I can confidently choose actions and dynamics to convey a character or idea	Before	After	
I can accurately copy and repeat set choreo-graph	Before	After	
I can suggest ways to improve my own and other people’s work using key terminology.	Before	After	
I can respond imaginatively to a range of stimuli relating to character and narrative	Before	After	
I can confidently perform different styles of dance, clearly and fluently, showing a good	Before	After	
I can use counts when choreographing to stay in time with others and the music.	Before	After	
I can choreograph phrases individually and with others considering actions and dynam-	Before	After	
I can use feedback provided to improve and refine my work	Before	After	