



Get Set 4
Education

Knowledge Organiser

Dance Year 5

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest.

The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.

Chinese New Year



Each year relates to an animal.

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

The lion represents joy and happiness.

The longer the dragon is in the dance, the more luck it will bring to the community.

Key Vocabulary

actions: the movement a performer uses e.g. travel, jump, kick

canon: when performers complete the same action one after the other

choreograph: create a sequence of actions or movements

choreography: the sequence of actions or movements

collaborate: work jointly with others

dynamics: how an action is performed e.g. quickly, slowly, gently

formation: where performers are in the space in relation to others

genre: a style

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

pathway: designs traced in space (on the floor or in the air)

performance: the complete sequence of actions

phrase: a short sequence of linked movements

posture: the position someone holds their body in

quality: the standard of the skill

relationship: the ways in which dancers interact; the connections between dancers

space: the 'where' of movement such as levels, directions, pathways, shapes

structure: the way in which a dance is ordered or organised

timing: moving to the beat of the music

transition: moving from one action or position to another

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions:

Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

Dynamics:

Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

Space:

Space relates to where your body moves both on the floor and in the air.

Relationships:

Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social

collaboration, consideration and awareness of others, inclusion, respect, leadership

Emotional

empathy, confidence, perseverance

Thinking

creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.

How will this unit help your body?

Balance, co-ordination, flexibility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dance by Chance

What you need: random objects

How to play:

- Choose 10 objects that can be safely thrown e.g. feather, sponge, towel.
- In a safe area, throw the object into the air and observe the way it travels in space and the dynamics of the movement to create your own actions inspired the object.
- Number each object 0-10.
- Use your the first 10 numbers from a familiar phone number to give you the order for your actions.

Add music to your dance if you would like.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.

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Knowledge Organiser

Rugby Year 5

About this Unit

Rugby is an invasion game where two teams try to score by entering the other team's space. Rugby is a challenging invasion game because you have to pass the ball backwards to your teammates. This rule makes it harder to move forward and score points quickly. Instead of just running straight towards the other team's goal, you need to work closely with your teammates, passing the ball back and forth while trying to find gaps in the other team's defence. This requires good teamwork, communication, and strategy, making the game both exciting and challenging.

Rugby Union, a popular version of rugby, features a major annual competition called the Six Nations Championship, which includes teams from England, France, Ireland, Italy, Scotland, and Wales. This competition began in 1883 as the Home Nations Championship with UK teams and later expanded to become the Six Nations.

The women's Six Nations Championship started in 1996 as the Home Nations with teams from England, Ireland, Scotland, and Wales, and now follows the same format as the men's competition.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?

Key Vocabulary



ball carrier: person in possession

close down: to reduce the amount of space for an opponent

communicate: share information

create: to make space

invasion: a game with two teams who score by invading the other team's space.

offside: when a tag is made, all defending players must get into an onside position.

possession: when a player or team has the ball

situation: circumstances that create the environment

sportsmanship: play fairly, respect others and be gracious in victory and defeat

support: to help

Ladder Knowledge



Sending & receiving:

Having a clear path between you and the ball carrier helps you to send and receive with better control.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social communication, support, collaboration, sporting behaviour

Emotional honesty, confidence, patience

Thinking make decisions, select and apply skills, comprehension, apply tactics, analysis

Rules

Tagging:

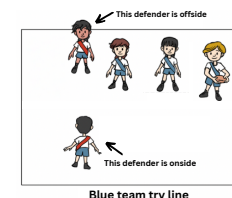
- Players wear two tags, one on each side.
- Players cannot physically push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, hold up the tag and shout 'tag...' followed by the number tag it is e.g. 'tag two' then give the tag back. The attacker must return to where the tag was made and pass then place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.
- If a team uses a forward pass (any pass where the ball travels in the direction of the team's scoring/try line), a free pass is given to the non-offending team.

Offside:

- When a tag is made, all defending players must get into an onside position.
- Onside is in front of the ball carrier, offside is behind the ball carrier.
- Defenders must be three big steps in front of the ball carrier after a tag has been made and are not allowed to intercept or block the pass after a tag is made.



Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Rugby Skills



What you need: a ball (or rolled up socks), a wall, 2 markers (shoes).

Passing practice against a wall:

- Stand about 2 metres away from a wall.
- Hold the ball with both hands.
- Practice passing the ball against the wall, making sure to use both hands to push the ball.
- Focus on passing the ball accurately and catching it as it bounces back.

Backward passing with a partner:

- If you have a family member or friend to practice with, stand about 5 metres apart.
- Practice passing the ball backward to your partner, making sure the ball travels in a smooth arc.
- Your partner will catch the ball and then pass it back to you, also in a backward motion.

Solo practice for quick hands:

- Stand in an open space.
- Toss the ball slightly into the air and catch it with both hands.
- Repeat this quickly, trying to catch and release the ball as fast as you can.

Agility and movement:

- Set up two markers (like cones or shoes) about 2 metres apart.
- Practice running from one marker to the other, holding the ball.
- Focus on quick, sharp movements and keeping the ball secure.



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Head to our youtube channel to watch the skills videos for this unit.



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