

Grade 3 Physical Education: The Art of Dance Assessment

Learning objective: To evaluate understanding of movement, rhythm, composition, and the physical requirements of dance performance.

Read each question carefully. Use the word bank to help you describe movements and concepts. Ensure your answers are clear and demonstrate your knowledge of dance techniques.

Max the monkey is choreographing a new routine for the school showcase. He wants to include movements that represent the rhythm of the jungle. He must consider how he and his friends move through space, how fast or slow they move, and how they can work together to create a visual pattern.

Word bank: Unison · Canon · Dynamics · Tempo · Sequence · Choreography · Level · Flow · Spatial Awareness

1. Define the term 'choreography' in your own words. Why is it important for dancers to follow a set sequence? (2 marks)

2. Explain the difference between moving in 'unison' and moving in 'canon'. Provide an example of when a dancer might use each. (3 marks)

3. Max wants to change the 'dynamics' of his dance. Describe two different ways he could make a movement look more powerful or energetic. (2 marks)

4. Why is 'spatial awareness' essential when performing a dance with a group of people? What might happen if a dancer ignores their spatial awareness? (3 marks)

5. Compare and contrast dancing at a 'low level' (near the floor) versus a 'high level' (reaching upwards). How does changing levels affect the audience's view of the performance? (4 marks)

6. Justify why a dancer needs to warm up their muscles before performing a complex routine. Include at least two physical benefits. (3 marks)

7. Imagine you are choreographing a dance about a storm. Describe a 5-mark sequence using the words from the word bank. Explain your choice of tempo, levels, and how you will use canon to represent the wind and rain. How does your choice of movement help the audience 'see' the storm? (5 marks)

Draw: Draw a bird's-eye view of a stage showing three dancers performing a canon. Use arrows to indicate the direction of their movement.



Extension challenge: Total: /25. Extension: If you were tasked with teaching a dance to a group of Year 1 pupils, how would you adapt your choreography? Explain why simplicity and clear counting are necessary for younger learners.