

KNOWLEDGE

Competent learner

Can improve own and other's performance.
Consistently performs a range of travels, turns, jumps, gestures and stillness to a high skill level demonstrating technique, alignment and control.
Takes the lead in a range of choreographic situations and activities making suggestions that improve performance.
Uses originality, imagination, and creativity in choreography to effectively convey themes, ideas and emotions.

Active & healthy learner

Clearly understand how personal fitness can improve performance.
Demonstrate sustained levels of fitness.

Reflective learner

Consistently improve their work.
Describe and comment on their own and others' performance with accuracy of actions.
Know what has made their performance effective.

Engaged learner

Compete respectfully and fairly following rules.
Eagerly participate in every PE/Sport lesson displaying excellent attitudes.
Effectively communicate and collaborate with each other.
Work independently for extended periods of time without the need for guidance.

Disciplined learner

Demonstrate self-discipline in all tasks.
Show a positive attitude throughout the lesson.
Be kind, respectful and considerate when working with others.
Show support for their peers.
Take responsibility for their own behaviour.

SKILLS

Travel

Pathways – forwards, backwards, sideways, and diagonally.
Turn – change direction in the dance.
Twist – movement of the body to create a shape.
Leap – jump from one foot to another foot.
Spin – rotate on the spot.
Level - change height (high, mid, and low).

Choreography

Count – counting to 4, 8, 12, or 16 for a section of movement.
Dynamic – moving in such a way as to represent something or someone.
Isolations – moving only one part of the body at a time.
Transition -move from one movement to another seamlessly.
Emotion – using movement to express feeling.
Evaluation – consistent checking and adaptation of movements.
Style – adapting own personal creativity to a sequence.

Working together

Unison – everyone in the group moving in the same way at the same time.
Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth).
Call & Response – movements as a direct consequence of the previous movement.
Canon – one child moving followed by another and another like a Mexican wave.
Synchronisation – moving together at the same time to create effect.

EXPERIENCES

Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance.

KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Improve own and others' performance	Take charge demonstrating respect, encouragement, and effective communication skills to own group.
Performing a range of skills	Show noticeable progress in performing actions and decision making.
Take the lead in a range of situations	Supporting the group to make decisions to improve work.
Creativity and imagination in choreography	Are inventive with their movements individually and in a group with mixed success.
Personal fitness	Can relate to strength, flexibility and stamina and discuss how this would improve performance.
Demonstrate sustained levels of fitness	Reference managing energy levels accordingly and external factors such as diet, sleep, and hydration.
Consistently improve	Analyse own performance and provide relevant specific actions to improve their work.
Comment on own and others performance	Provide specific feedback and offer technical guidance to support, when prompted.
Know effective performance	Review performance and identify any strengths, commenting on why they were a strength.
Compete respectfully and fairly	Maintain respect and fair play when an activity is critiqued by a peer.
Attitudes	Demonstrate enthusiasm before, during and after each lesson, without external influences.
Communicate and collaborate	Actively encourage and motivate all in group/team, despite friendship.
Work independently	Keep an activity flowing with a group leader in place.
Self-discipline	Do not allow influences such as conflict affect participation or behaviour.
Positive attitude	Keep an open mind to trying different tasks or equipment in lesson.
Consideration for others	Demonstrate respect and fair play by shaking hands and congratulating others after a performance.
Supporting peers	Show understanding and encouragement when someone makes a mistake.
Taking responsibility	Can discuss and/or demonstrate accountability if or when behaviour does not meet expectations.
Additional key vocabulary	Definition
Non-verbal communication	Sending messages using facial expression, dynamic and body language
Pattern	Sequences that repeat over and over again
Aesthetic	Interesting changes in speed, direction and level for visual purposes