

## 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 and model etiquette such as applauding.
Performing a range of skills	Show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic.
Take the lead in a range of situations	Compromising where necessary to allow all group members to feel valued.
Creativity and imagination in choreography	Are inventive with their movements individually and in a group with consistent success.
Personal fitness	Can relate to strength, flexibility and stamina and discuss how to improve these attributes.
Demonstrate sustained levels of fitness	Reference managing energy levels accordingly and give examples for external factors such as diet, sleep, and hydration.
Consistently improve	Have shown clear progress from the start of the topic to the end.
Comment on own and others performance	Provide specific feedback and offer technical guidance to support, without prompt.
Know effective performance	Are able to apply effective strategies and tactics across different sports.
Compete respectfully and fairly	Maintain respect and fair play when an activity is critiqued by a peer and promote respecting the person critiquing.
Attitudes	Are an active role model and inspire others to want to achieve.
Communicate and collaborate	Actively encourage and motivate all in group/team, despite friendships or ability.
Work independently	Keep an activity flowing with a group leader in place, resolving any conflict when needed.
Self-discipline	Find the positive in every situation.
Positive attitude	Embrace and welcome change and trying new things.
Consideration for others	Offer support to opposing players if they make a mistake.
Supporting peers	Demonstrate perseverance and positive attitude if things are not going to plan.
Taking responsibility	Do not blame others for any incidents involving self and others.
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