

PLAYING EDSTART

Year 4 - Movement to Music All around the World - Unit of Work

Pupils will be taught...

Overall Learning Outcomes (Endpoints)

Children can:

- Perform basic African dance steps with strong rhythm and grounded posture, moving confidently to the beat.
- Keep time with traditional African drumming or recorded rhythms by listening carefully and matching their movements.
- Use body isolations such as shoulders, hips, and chest to create expressive and dynamic movements.
- Work in groups to create short routines that include repetition and call-and-response patterns.
- Combine group routines into a whole-class performance with smooth transitions and clear formations.
- Perform and evaluate an African dance, explaining what went well and how they could improve next time.

Year 4 - Movement to Music

All around the World - Unit of Work

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EDSTART

Learning Objective

Learning Outcomes

1 To be able to copy and perform basic African dance steps to a steady beat

Children can:

- Perform grounded side steps with rhythm, moving confidently and keeping a steady beat.
- Copy and respond in a call-and-response activity by listening carefully and reacting quickly.
- Show carnival energy with arms and claps, adding expression and enthusiasm to their dancing.

2 To be able to keep rhythm using body percussion in dance.

Children can:

- Create rhythms with stamps and claps, keeping a steady beat and strong energy.
- Perform an 8-count rhythm phrase in a group by working together and staying in time.
- Layer rhythms with others in time, listening carefully to match patterns and build teamwork.

3 To be able to create shapes that tell a story through African dance.

Children can:

- Perform animal-inspired shapes using expressive body movements and clear positions.
- Create an 8-count story phrase with my group by sharing ideas and working together creatively.
- Travel while staying in rhythm, matching their movements to the beat confidently.

4 To be able to choreograph a short African dance in a group

Children can:

- Explain that choreography has a structure and understand how movements fit together.
- Create a 16-count routine with steps, claps, and shapes by planning and working creatively.
- Perform my routine using canon and unison, showing good timing and clear teamwork.

5 To be able to combine group routines into a whole-class performance

Children can:

- Perform confidently in a class dance, showing clear movements and strong stage presence.
- Use transitions to connect routines smoothly so the whole performance flows well.
- Show community spirit through rhythm and teamwork by supporting others and moving together.

6 To be able to perform and evaluate an African dance.

Children can:

- Perform confidently with rhythm and strong shapes, showing control and expressive movement.
- Explain what went well and how to improve by reflecting carefully on their performance.
- Celebrate others' performances with positive feedback, sharing kind words and encouragement.

Assessment Mark Requirements

Working Towards

- Try to remember and perform basic steps like step-close, step-point, and hop-step, even if they need extra practice.
- Use frequent reminders to help maintain their posture and timing while dancing.
- Work on staying in rhythm with music or the group by listening carefully and practising steadily.
- Use support to work effectively with a partner or group, improving cooperation and confidence over time.

On Target

- Perform basic steps with some accuracy and rhythm, improving their confidence as they practise.
- Maintain posture and timing with only occasional lapses, showing growing control and focus.
- Stay in rhythm with support from teacher cues or peers to help keep a steady beat.
- Work cooperatively in pairs and contribute to group routines by sharing ideas and participating well.

Above Target

- Perform a range of steps confidently with good rhythm and posture, showing clear control and movement quality.
- Maintain timing consistently in pairs and small groups by listening carefully and staying focused throughout.
- Show creativity in choreographing routines with partners or groups by contributing imaginative ideas and movements.
- Support peers with encouragement and help improve group performance through positive teamwork and feedback

Excelling

- Perform confidently with fluency, precision, and strong stage presence, showing excellent control throughout.
- Maintain rhythm, posture, and transitions independently throughout their routine with consistent focus.
- Lead routines, demonstrate advanced creativity, and adapt to challenges with confidence and imagination.
- Act as a role model by encouraging, evaluating, and inspiring others through positive teamwork and support.

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.

To achieve **EXCELLING**, pupils must achieve all bullet points from **WORKING TOWARDS**, **ON TARGET** and **ABOVE TARGET** as well as at least 3 bullet points from **EXCELLING**.