PLAYING EDSTART

Year 4 - Movement to Music
All around the World - Assessment Tracker

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.

Objective 1/6 - 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.

Names of children who have excelled in the objective and show a greater depth of understanding	Names of children working below (Include notes on why)	Any other notes (Stars of the Week, Future Learning, etc.)

Objective 2/6 - 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.

Names of children who have excelled in the objective and show a greater depth of understanding	Names of children working below (Include notes on why)	Any other notes (Stars of the Week, Future Learning, etc.)

Objective 3/6 - 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.

Names of children who have excelled in the objective and show a greater depth of understanding	Names of children working below (Include notes on why)	Any other notes (Stars of the Week, Future Learning, etc.)

Objective 4/6 - 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.

Names of children who have excelled in the objective and show a greater depth of understanding	Names of children working below (Include notes on why)	Any other notes (Stars of the Week, Future Learning, etc.)

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Objective 5/6 - 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.

Names of children who have excelled in the objective and show a greater depth of understanding	Names of children working below (Include notes on why)	Any other notes (Stars of the Week, Future Learning, etc.)

Objective 6/6 - 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.

Names of children who have excelled in the objective and show a greater depth of understanding	Names of children working below (Include notes on why)	Any other notes (Stars of the Week, Future Learning, etc.)

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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**.