

# COMPLETE EDSTART

**Year 6 - Movement to Music**

**All around the World - Assessment Tracker**

**Pupils will be taught...**

## **Overall Learning Outcomes (Endpoints)**

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### **Children can:**

- **perform the Samba bounce step, side steps, turns, poses, and shimmies with rhythm and control**
- **keep strong timing in rhythm games, group sections, and whole-class dances**
- **show carnival spirit through energy, expression, posture, and confident performance**
- **work cooperatively in groups to choreograph routines with a beginning, middle, and end**
- **include canon, unison, and different formations to make routines creative and dynamic**
- **perform smooth transitions between groups, keeping rhythm and background energy alive**
- **reflect on their own performance and give constructive feedback to others using positive language.**

Objective 1/6 - To be able to perform the basic Samba bounce step and understand its cultural origins.

- Children can:
- Explain that Samba comes from Brazil and is linked to Carnival, showing awareness of its cultural roots.
  - Copy and perform the Samba bounce step in rhythm, keeping a steady beat with their feet.
  - Show carnival spirit with a pose or expression, using energy, colour, and confident movements.

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 perform Samba steps in rhythm and use energy in movement.

- Children can:
- Explain why rhythm and energy are important in Samba and how they bring the dance to life.
  - Perform bounce and side steps in time with the beat, showing strong rhythm and coordination.
  - Work with my group to create an 8-count Samba phrase by sharing ideas and moving together 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 3/6 - To be able to create Samba shapes and perform in different formations

- Children can:
- Explain how formations change the look of a dance and affect the overall performance.
  - Perform Samba turns and poses confidently, showing rhythm, balance, and expressive movement.
  - Work with my group to perform in circle, line, and diagonal formations with teamwork and control.

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 Samba routine in a small group

- Children can:
- Explain that choreography has a beginning, middle, and end to help structure their routine clearly.
  - Create a 16-count Samba routine using key steps and a formation, working creatively together.
  - Perform their group routine using canon and unison to show teamwork and rhythmic accuracy.

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 5/6 - To be able to combine group routines into a whole-class Samba performance

- Children can:
- Explain how formations change the look of a dance and make routines more exciting.
  - Perform Samba turns and poses confidently, showing strong rhythm and clear expression.
  - Work with my group to perform in circle, line, and diagonal formations with good 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 6/6 - To be able to perform a Samba carnival dance and reflect on performance.

- Children can:
- Explain what went well and what I could improve in performance.
  - Perform the Samba carnival dance confidently to an audience.
  - Celebrate and evaluate my peers' achievements positively and kindly.

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.)

**Assessment Mark**

**Requirements**

**Working Towards**

- Try some Samba steps like the bounce, side step, and pose, even if they sometimes find it hard to keep the rhythm.
- Use more energy and begin exploring carnival expression as their confidence grows.
- Use support to help remember or perform group routines while practising with others.
- Work on entering, exiting, and joining formations more smoothly with guidance and encouragement.

**On Target**

- Perform Samba steps in rhythm with music, keeping a steady beat throughout.
- Show carnival spirit with energy, posture, and basic expression during their dancing.
- Work with a group to create a 16-count routine including key steps and a clear ending.
- Perform in unison with others and complete simple transitions smoothly and confidently.

**Above Target**

- Perform Samba steps confidently with rhythm, bounce, and flair, showing strong control and timing.
- Use facial expression, arm movements, and posture to show carnival style with bright, energetic presentation.
- Choreograph routines with canon, unison, and formation changes to add variety and interest to the dance.
- Perform group sections with smooth entries and exits, supporting background movement when not centre stage.

**Excelling**

- Lead Samba steps with confidence and help others keep rhythm by guiding the beat clearly.
- Perform with high energy, expressive poses, and strong carnival presence to show true Samba style.
- Create imaginative routines with seamless transitions, layers, and overlaps to add interest and variety.
- Perform confidently to an audience, reflect on strengths and improvements, and celebrate others' achievements positively.

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**.