

MOVING EDSTART

Year 4 - Development of Dance Assessment Tracker

Pupils will be taught...

Overall Learning Outcomes (Endpoints)

Children can:

- **Work creatively and imaginatively, independently and in groups/pairs**
- **Create dance phrases that communicate different ideas**
- **Repeat, remember and perform phrases in a dance**
- **Work with a partner and in small groups to explore different relationships, e.g. pushing and pulling actions going over, under and around each other; circling actions meeting and parting**
- **Perform dances fluently and with control**
- **Use and structure simple movement phrases individually, in pairs and in groups**
- **Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns**
- **Warm up/cool down independently**

Objective 1/6 - To develop working to a regular beat and explore different movement patterns

- Children can:
- Work creatively and imaginatively
 - Try to explore a variety of different movement patterns in time to the music
 - Find new ways of moving
 - Be creative in how they move around

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 develop a short sequence with a partner

- Children can:
- Work creatively and imaginatively, independently and in pairs
 - Remember and repeat simple movement patterns
 - Respond imaginatively to a stimulus used
 - Perform dances fluently and with 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 3/6 - To develop, practice and perform dance sequences to a regular beat

- Children can:
- Work creatively and imaginatively
 - Perform dances fluently and with control
 - Choose some of the movements they have already explored and use them to make their own movement patterns
 - Link actions into a simple dance routine

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 develop a group sequence using different movement patterns

- Children can:
- Work creatively and imaginatively, independently and in a small group
 - Use and structure simple movement patterns individually and in pairs
 - Respond and move to a range of different music and the changes in tempo
 - Perform a range of basic movements (Gestures, canon and unison)

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 develop, practice and perform group sequences and rehearse the full dance routine

- Children can:
- Work independently and in small groups to plan, prepare and perform a dance routine
 - Link actions into a simple dance routine in pairs or small groups
 - Use movements which express ideas, moods or feeling

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 perform a full dance sequence to a regular beat

- Children can:
- Watch and understand what people are trying to put across in their dance and be able to discuss
 - Create and perform fluent dance routines (5-6 elements)

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

- Understand basic ways to travel
- Retain key information (Gestures, canon and unison)
- Can respond in the correct manner to commands (Inside, outside, freeze, etc.)
- Use fundamental shapes/movements (Jog, jump, hop and balancing)

On Target

- Can perform a range of basic movements (Gestures, canon and unison)
- Show some idea of rhythm, coordination, expression and creativity
- Can travel in different ways
- Can link actions (Simple dance routine in pairs or small groups)
- Can perform in front of others

Above Target

- Use movements which express ideas, moods or feelings
- Able to create and perform fluent dance routines (5–6 elements)
- Can show different creative ideas each week
- Respond imaginatively to a stimulus used

Excelling

- Choreograph a small group dance
- Evaluate and refine their own and others work
- Shows elements of leadership qualities

To be **On Target**, pupils must achieve all **Working Towards** 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 4 **Above Target** points.

To achieve **Excelling**, pupils must achieve all points from **Working Towards**, **On Target** and **Above Target** as well as at least 3 **Excelling** points.