

# COMPLETE EDSTART

## Year 6 - Movement to Music The Haka - Unit of Work

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

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#### Children can:

- Demonstrate advanced power, precision, and control in all Haka movements.
- Perform with clear understanding of cultural meaning and purpose.
- Show discipline, focus, and intent throughout performance work.
- Work effectively in advanced formations with accurate spacing and timing.
- Create complex sequences using rhythm, unison, canon, and expression.
- Lead others confidently and provide constructive performance feedback.
- Refine routines using self-assessment and group evaluation.
- Deliver a polished final performance showing mastery, teamwork, and

### Learning Objective

### Learning Outcomes

**1 To understand the meaning behind the Haka and perform with respect.**

**Children can:**

- Describe the cultural purpose of the Haka.
- Show movements with authenticity and respect.
- Demonstrate focus and discipline in performance.

**2 To perform strong actions with maximum power and control.**

**Children can:**

- Use full-body power and precise coordination.
- Maintain stability and focus in challenging movements.
- Support others through timing and leadership.

**3 To perform complex group formations.**

**Children can:**

- Transition smoothly between formations.
- Maintain spacing and timing throughout.
- Use formations to enhance performance impact.

**4 To design a full routine using Haka principles.**

**Children can:**

- Create actions that show intent and meaning.
- Work collaboratively to build a polished sequence.
- Use rhythm, unison, and canon effectively.

**5 To refine a group performance with feedback.**

**Children can:**

- Evaluate strengths and areas for improvement.
- Improve timing, expression, and clarity of actions.
- Rehearse with discipline and resilience.

**6 To perform a culturally respectful and powerful Haka routine.**

**Children can:**

- Perform with precision, unity, and expression.
- Demonstrate understanding of cultural significance.
- Deliver a confident, disciplined final performance.

### Assessment Mark Requirements

#### Working Towards

- Performs basic movements but lacks consistent control, precision, or expression.
- Shows limited awareness of cultural meaning or performance intent.
- Struggles to stay in time or maintain formation accuracy.
- Needs guidance to develop routines or improve performance based on feedback.

#### On Target

- Performs movements with good control, timing, and developing power.
- Shows an understanding of the cultural meaning behind the Haka.
- Maintains formation and spacing with reasonable accuracy.
- Contributes ideas and uses basic feedback to refine group routines.

#### Above Target

- Performs confidently with strong precision, rhythm, and clear expression.
- Demonstrates respect for the cultural significance of the Haka.
- Maintains advanced formations with good timing and awareness.
- Uses feedback effectively to refine transitions, expression, and structure.

#### Excelling

- Shows exceptional mastery, power, control, and intent in all movements.
- Demonstrates deep understanding and respectful representation of the Haka's meaning.
- Leads complex formations and supports others in maintaining accuracy.
- Creates polished sequences with creativity, discipline, and high-level teamwork.

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**.