

Lesson 1/6

To develop powerful body positions body positions.

EDSTART KNOW

- I can describe what makes a body position look strong and balanced.
- I can explain how arms and legs create power in movement.
- I can recognise focused facial expression in powerful performances.

EDSTART GO

- I can hold strong body shapes using arms, legs and posture.
- I can use sharp actions with control and balance.
- I can repeat powerful shapes with stillness and focus.

EDSTART SHOW

- I can perform clear, strong poses with balance and control.
- I can use my face to show strength and confidence.
- I can stay still and focused at the end of each pose.

Year 4 - Development of Movement to Music

The Haka - Success Criteria

PLAYING
EDSTART

Recap: To develop powerful body positions

Lesson 2/6

To respond accurately to leader cues.

EDSTART KNOW

- I can explain what a leader cue is and why it is important.
- I can recognise changes in rhythm and movement speed.
- I can describe how timing helps a group stay together.

EDSTART GO

- I can react quickly and accurately to movement cues.
- I can match my actions to the leader's rhythm.
- I can stay focused on the leader while moving.

EDSTART SHOW

- I can follow cues with good timing and control.
- I can move in time with my group most of the session.
- I can stay coordinated by watching and listening carefully.

Year 4 - Development of Movement to Music

The Haka - Success Criteria

PLAYING
EDSTART

Recap: To respond accurately to leader cues.

Lesson 3/6

To work in simple group formations.

EDSTART KNOW

- I can describe what a formation is in group movement.
- I can identify line, block and circle formations.
- I can explain why spacing is important in group performances.

EDSTART GO

- I can move into formation quickly and safely.
- I can keep my distance from others while travelling.
- I can change formation with control and awareness.

EDSTART SHOW

- I can stay in line or block formation with good spacing.
- I can move into different shapes together with my group.
- I can perform actions in formation at the same time.

Year 4 - Development of Movement to Music

The Haka - Success Criteria

PLAYING
EDSTART

Recap: To work in simple group formations.

Lesson 4/6

To build a structured Haka sequence.

EDSTART KNOW

- I can explain what a movement sequence is.
- I can recognise how order and timing affect a routine.
- I can identify strong actions used in a Haka sequence.

EDSTART GO

- I can link 4-5 actions together in the correct order.
- I can repeat my sequence with steady timing and control.
- I can rehearse my sequence to improve clarity and strength.

EDSTART SHOW

- I can perform a clear sequence from start to finish.
- I can keep in time with my group during the sequence.
- I can show strong shapes and focused expression throughout.

Year 4 - Development of Movement to Music

The Haka - Success Criteria

PLAYING
EDSTART

Recap: To build a structured Haka sequence

Lesson 5/6

To include voice,
expression
and meaning.

EDSTART KNOW

- I can explain why voice and expression are used in the Haka.
- I can identify how movement shows meaning and feeling.
- I can describe how facial expression changes a performance.

EDSTART GO

- I can use my voice clearly and safely with my movements.
- I can match my facial expression to the movement intent.
- I can combine voice, movement and expression together.

EDSTART SHOW

- I can perform with clear voice and confident body language.
- I can use strong facial expression to show meaning.
- I can perform with confidence and purpose in my group.

Year 4 - Development of Movement to Music

The Haka - Success Criteria

PLAYING
EDSTART

Recap: To include voice, expression, and meaning.

Lesson 6/6

To perform a full Haka-style routine.

EDSTART KNOW

- I can explain what makes a performance strong and confident.
- I can recognise how timing, spacing and expression affect impact.
- I can identify how teamwork improves group performance.

EDSTART GO

- I can perform my full sequence with clear timing and control.
- I can maintain formation, spacing and posture throughout performance.
- I can use voice, movement and expression together with confidence.

EDSTART SHOW

- I can perform clearly and in unison with my group.
- I can maintain strong posture and focus from start to finish.
- I can show confidence, intent and pride in performance.