

Dance

Students will learn:-

- Dance – Core, and Advanced skills as well as decision making covered over 6 single lessons

What does Excellence look like?

Consistently excellent accuracy and performance quality in all core and advanced skills, when performed under pressure in front of an audience.

Decision making is consistently accurate and appropriate to the situation.

Has considerable influence in the creation of motifs, both as an individual and as part of a group.

Knowledge, understanding & Skills

Core Skills:

- Posture, alignment and tension – **SOMETIMES** seen in performance
- Timing with good speed, energy, rhythm and flair – **SOMETIMES** seen in performance
- Aesthetics (body tension, extension, coordination), balance and control - **SOMETIMES** seen in performance
- Confidence (head up, facing audience), emotion and expression – **SOMETIMES** seen in performance

Advanced Skills:

- Creation of motifs – **RARELY** seen in performance
- Creativity, imagination, originality and fluency, within the motifs - **RARELY** seen in performance
- Use of adaptations e.g. use of a wide range of space, levels, direction, formation, dynamics, flight, canon and unison - **RARELY** seen in performance

Decision Making:

Selecting appropriate themes and ways to adapt motifs - **RARELY** seen in performance

How are homework /wider resources used to enhance learning?

- Extra-Curricular clubs/teams
- YouTube
- H/W on tactics and increasing knowledge of the sport

How will students be assessed?

Assessment at the end of each unit of work.
Teacher to use GCSE assessment criteria.

Football

Students will learn:-

- Football– Core, and Advanced skills as well as decision making covered over 6 double lessons

What does Excellence look like?

Consistently excellent accuracy in all core and advanced skills when performed at speed under competitive pressure.

Decision making is consistently accurate and appropriate to the situation.

Has considerable influence over the game.

Core Skills:

- Passing with strong foot over short distances (side foot, outside of foot, driven and lofted pass) demonstrating **SOME** consistency/accuracy
- Control using both feet, chest and thigh demonstrating **SOME** consistency/accuracy
- Shooting (short distances with strong foot) demonstrating **SOME** consistency/accuracy
- Running with the ball and beat an opponent (using strong foot learn a step-over, dummy or feint) demonstrating **SOME** consistency/accuracy

Advanced Skills:

- Passing using their non-dominant foot (side foot, outside of foot driven and lofted pass with strong foot over varying distances) **RARELY** demonstrated with consistency/accuracy
- One touch passing when appropriate (both feet) **RARELY** demonstrated with consistency/accuracy
- Beat an opponent on their non-dominant side (step-over, dummy or feint) **RARELY** demonstrated with consistency/accuracy

Decision Making:

- Communication (calling for the ball and communicating with others regarding attacking and defensive skills during a game) demonstrating **SOME** consistency/accuracy
- Tactics and strategies (man to man/zonal marking, positioning on the field, formations) **RARELY** demonstrated with consistency/accuracy

How are homework /wider resources used to enhance learning?

- Extra-Curricular clubs/teams
- YouTube
- H/W on tactics and increasing knowledge of the sport

How will students be assessed?

Assessment at the end of each unit of work.
Teacher to use GCSE assessment criteria.

Gymnastics

Students will learn:-

- Gymnastics – Core, and Advanced skills as well as decision making covered over 6 single lessons

What does Excellence look like?

Consistently excellent control and fluency in all core and advanced skills when performed in a routine.

Routines use a range of space, direction and levels

Knowledge, understanding & Skills

Core Skills:

- Jumps (tuck, pike, straddle, ½ twist, full twist) – **SOME** control in performance
- Forward, backward, egg, teddy bear, side, arch-dish-arch and log rolls - **SOME** control in performance
- Individual and partner balances (counter balance and counter tension) - **SOME** control in performance
- Headstands and handstands - **RARELY** performed with control
- Cartwheels – **RARELY** performed with control
- Straddle and squat vault with the use of a springboard - **RARELY** performed with control

Advanced Skills:

- Handspring - **RARELY** performed with control
- Walkover - **RARELY** performed with control
- Somersaults - **RARELY** performed with control
- Straddle and squat vault without the use of a springboard - **RARELY** performed with control
- Handspring or round off vault - **RARELY** performed with control

Decision Making:

- Students **RARELY** create imaginative routines that use a range of space, direction and levels

How are homework /wider resources used to enhance learning?

- Extra-Curricular clubs/teams
- YouTube
- H/W on tactics and increasing knowledge of the sport

How will students be assessed?

Assessment at the end of each unit of work.
Teacher to use GCSE assessment criteria.