

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:

- **VERY GOOD** posture, alignment and tension in performance on nearly all occasions
- **VERY GOOD** timing with good speed, energy, rhythm and flair in performance on nearly all occasions
- **VERY GOOD** aesthetics (body tension, extension, coordination), balance and control in performance on nearly all occasions
- **VERY GOOD** confidence (head up, facing audience), emotion and expression in performance on nearly all occasions

Advanced Skills:

- **GOOD** success with creation of motifs in performance most of the time
- **GOOD** success with creativity, imagination, originality and fluency, within the motifs most of the time
- **GOOD** successful use of adaptations e.g. use of a wide range of space, levels, direction, formation, dynamics, flight, canon and unison most of the time

Decision Making:

- Able to select appropriate themes and ways to adapt motifs most of the time

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 medium/long distances (side foot, outside of foot, driven and lofted pass) demonstrating **GOOD/VERY GOOD** consistency/accuracy
- Control using both feet, chest and thigh demonstrating **GOOD/VERY GOOD** consistency/accuracy with strong foot and **GOOD** accuracy with weak foot
- Shooting (medium/long distance distances with strong foot) demonstrating **GOOD/VERY GOOD** consistency/accuracy with increasing power
- Running with the ball and beat an opponent (using strong foot learn a step-over, dummy or feint) demonstrating **GOOD/VERY GOOD** consistency/accuracy when done at a slow pace and **GOOD** accuracy when done at full pace

Advanced Skills:

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

Decision Making:

- Communication (calling for the ball and communicating with others regarding attacking and defensive skills during a game) demonstrating **GOOD** consistency/accuracy ([Career link: leadership and teamwork skills developed](#))
- Tactics and strategies (man to man/zonal marking, positioning on the field, formations) demonstrated with **GOOD** 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) – **VERY GOOD** control most of the time
- Forward, backward, egg, teddy bear, side, arch-dish-arch and log rolls - **VERY GOOD** control most of the time
- Individual and partner balances (counter balance and counter tension) - **VERY GOOD** control most of the time
- Headstands and handstands - **CONSISTENT** control
- Cartwheels – **CONSISTENT** control
- Straddle and squat vault with the use of a springboard - **CONSISTENT** control

Advanced Skills:

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

Decision Making:

- Students **OFTEN** 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.