

AOM
LEVEL SYSTEM & PRESENTATION DAY
Handbook

"Always remember, it's truly remarkable when a student has the courage to stand in front of an audience and perform, regardless of any skill or ability."



Let's Do This!

Also a kind of Theme Tune for Presentation Days, if you know, you know

Welcome to an Academy Of Movement Presentation Day!

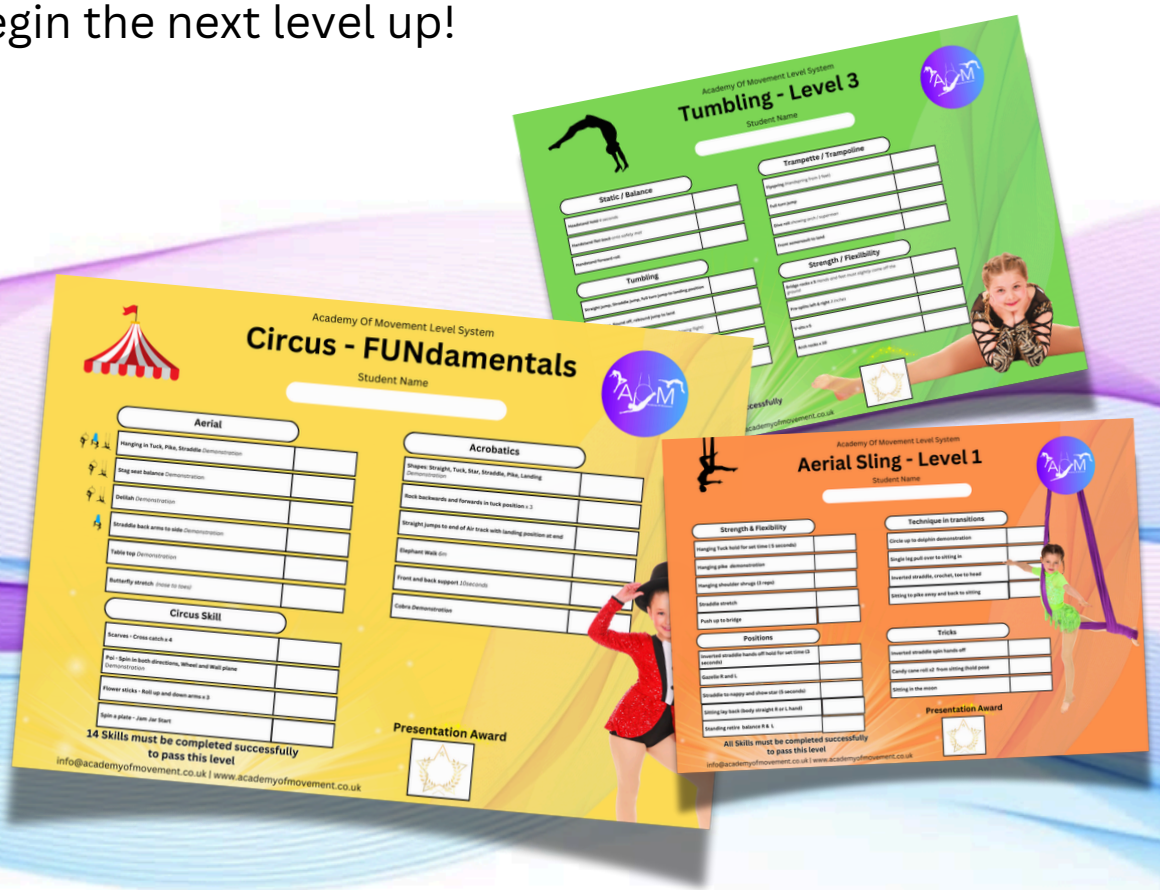
This is your child's chance to shine and show off everything we have been working on in class!

A Presentation day is a day in which we celebrate each and every child with incredible movement skill!

Lets begin!

At AOM each child has what we call a **'Level Card'.** This helps us track progress, skill learning, strength, flexibility and so much more!

Once a child passes a level card then a certificate is presented at the end of the class, we all clap, cheer and scream with celebration and then the following week they begin the next level up!



In class awards

Level Cards, Certificates and levelling up

Every child's journey is unique. Our Level System gives structure to their learning, while Presentation Days provide the chance to showcase skills. Each discipline has its own level cards that break down what students are learning.

Example: **Tumbling Level Card**

- **Static/Balance Skills**

e.g.headstands, handstands

- **Tumbling Skills**

e.g. cartwheels, round-offs

- **Trampette/Trampoline**

e.g. full turn jump, front somersault to land

- **Strength/Flexibility**

e.g.V-sits, straddle stretch

Note: *Different levels have different numbers of skills. For example, Tumbling Level 3 has 16 skills, and a child must complete 14 to pass.*



The Pathway

ABC's award

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FUNdamentals

↓

Level 1

↓

Level 2

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Level 3

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Level 4

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Level 5

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Level 6

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Level 7

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Professional Bronze Award

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Professional Silver Award

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Professional Gold Award

Note: Students only move up to the next level once they have completed the required skills on their level card.

Presentation Day!

Everyone has the opportunity to shine!



Presentation day is a celebration of movement, where children showcase the routines they've learned in class. We uplift one another, achieving success together and celebrating our victories as a community.

Imagine a gymnastics competition or any sporting event where participants are no longer rivals, but rather supporters, all striving to attain the same goal!

Each participant performs in small groups of up to 4 performers. We introduce their names, play incredible intro music, and clap and cheer as they are introduced, followed by their spectacular performance in front of the judges!

We conclude the presentation day by handing out the AOM lanyard to first-time performers, celebrating any achievements with stickers, badges, and certificates. It's a super fun day for all involved!





Presentation Day Details

Presentation Day Routines

On the back of each level card, you'll find the set presentation day routines.

- In Tumbling, for example, there are 3 set tumbles to perform.
- In Aerial, Circus, or Acro, routines are tailored to the equipment/discipline.
- These routines focus on performance but don't show every skill and section from the level cards (e.g. static holds or flexibility).

Front



Back



How Presentation Days Link to Levels

- Passing a Presentation Day routine = 3 ticks on the level card towards your overall progression in this level
- At the bottom of each card, you'll see a ⭐ star symbol. Passing adds 3 ticks to the card, marking progress.



Remember achieving your presentation day badge on the day does not mean automatic progression to the next level.

Children still need to complete the required number of skills on the front of their level card.

Presentation Day routines are one part of the overall level and are classed as a 'Presentation Award'







Your first ever presentation day!

At your first presentation day you will recieve your AOM lanyard symbolising starting your journey with us!



Wear it proudly!

The AOM lanyard symbolises belonging, acceptance, and commitment within the AOM community. It represents family, individuality, and inclusivity while fostering a supportive environment for performers. The lanyard also reflects hard work, dedication, and a commitment to growth and excellence, serving as a badge of honor that embodies the core values of community and perseverance.



Collect your badges!

Bring your lanyard to each presentation day. At the end we hand out, stickers /badges and certificates! So no one goes home empty handed.

Our badges show level achievement and stickers show the incredible progress made on the day and you can add them to your lanyard to show all your achievements!



How Routines Are Marked

Each child's routine is assessed using the AOM scoring system, which you will find on the next page.

Every child goes home with something to celebrate on the day:

- Certificate of Participation (for all students)
- AOM Lanyard (first-time performers receive one; bring yours back each time)
- Work in Progress Sticker (if not yet at pass level)
- Pin Badge (if 20+ score achieved – these attach to lanyards to display progression)





Assessment Cards - Presentation Day

All routines and disciplines will adhere to the same assessment card. Judges will also receive copies of the performers' level routines to understand the content they will be performing.

Student Name

Performer Number (1-4)

Discipline

Level

		Comments
EXECUTION & TECHNIQUE (TRICK ABILITY / COMPETENCE / CONTROL)	/15	
SHOWMANSHIP (MUSICALITY / ENTERTAINMENT / CONFIDENCE / PERSEVERANCE)	/10	
PRESENTATION (CLOTHING / OVERALL IMPRESSIONS)	/5	

Total

/30

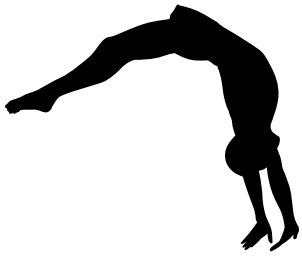
In progress

(Score under 20)

Pass

Score of 20+

Performance Criteria



Tumbling

Execution & technique - 15
(Trick Ability / Competence / Control)

- Are all moves during the tumble showing control and good technique ?
- Is presentation performed nicely, e.g. straight legs and pointed toes
- Are moves executed smoothly / does the tumble stop mid way?
- Are moves executed safely with good body alignment, kick out and a stuck landing?
- Are complex tricks executed well e.g. are the high, and do they rotate quickly?
- Are all moves performed competently?

Showmanship - 10
(Musicality / Entertainment / Confidence / Perseverance)

-If a performer fails a move do they try again?
-Does the performer present nicely to the judge at the beginning and end of the routine with a smile.
- Does the performer acknowledge the audience at the beginning and end of their tumble or at anytime
-Musicality is judged on whether the performer, (when applicable,) performs their routine in time with the music, showing rhythm and flow

Presentation - 5
(Clothing / Overall impressions)

- Is the performance fast and exciting, rather than slow and uninteresting.
-Are the skills connected nicely (without stopping)
-Does the performer display confidence?
-Is the clothing appropriate?
-Is the hair neatly tied up and off the face, with no loose or wispy bits?



Aerial

Execution & technique - 15
(Trick Ability / Competence / Control)

-Are mounts and dismounts onto the apparatus controlled and safely performed?
-Are presentation and character maintained during mounts and dismounts?
- Is presentation maintained during tricks?
- Are moves executed smoothly with good transitions?
- Are moves executed safely with good body alignment and engagement? i.e straight legs and pointed toes.
- Is control maintained throughout the performance?
- Are complex tricks executed well?
- Are all moves performed competently?

Showmanship - 10
(Musicality / Entertainment / Confidence / Perseverance)

- Is the student performing and connecting with the audience?
-Is there variation of energy and flow throughout the performance?
-Is the music worked with throughout the performance? (if applicable)
-Are facial expressions representative of the feel of the performance and music?
-If a performer fails a move do they try again?
-Musicality is judged on whether the performer, (when applicable,) performs their routine in time with the music, showing rhythm and flow

Presentation - 5
(Clothing / Overall impressions)

-Does the performance impact the audience?
- Is the performance entertaining?
-Does the performer display confidence?
-Is the clothing appropriate?
-Is the hair neatly tied up and off the face, with no loose or wispy bits?

Circus/Ground based



Execution & technique - 15
(Trick Ability / Competence / Control)
- Is presentation maintained during tricks?
- Are skills executed smoothly?
- Does the performer have control of their circus skill object throughout the performance?
- Are complex tricks executed well?
- Are all skills performed competently?

Showmanship - 10
(Musicality / Entertainment / Confidence / Perseverance)
- Is the student performing and connecting with the audience?
-Is the music worked with throughout the performance? (if applicable)
-Are facial expressions representative of the feel of the performance and music?
-If a performer fails a move do they try again?

Presentation - 5
(Clothing / Overall impressions)
-Does the performance impact the audience?
- Is the performance entertaining?
-Does the performer display confidence?
-Is the clothing appropriate?
-Is the hair neatly tied up and off the face, with no loose or wispy bits?

Acro



Execution & Technique – 15
(Skill Ability / Competence / Control)
-Are acrobatic elements (rolls, balances, cartwheels, walkovers, etc.) performed with control and correct technique?
-Is body alignment shown clearly (straight legs, pointed toes, extended arms)?
-Are transitions between skills smooth and continuous, without unnecessary pauses?
-Are movements executed safely with good body posture, controlled entry/exit, and clean landings?
-For complex acro tricks (e.g. aerials, handsprings), are they performed with height, accuracy, and correct rotation?
-Does the performer demonstrate competence across all required skills?
Showmanship – 10
(Musicality / Entertainment / Confidence / Perseverance)
-If a performer struggles with a skill, do they continue or attempt it again with confidence?
-Does the performer present themselves positively at the start and end of their routine (e.g. smiling, poised stance)?
-Does the performer acknowledge the audience/judges during the routine with performance quality and expression?
-Musicality, does the performer stay in time with the music, showing rhythm, coordination, and flow?
Presentation – 5
(Choreography / Overall Impression)
-Are the acro skills and dance elements connected seamlessly without breaking the flow?
-Does the performance impact the audience?
- Is the performance entertaining?
-Does the performer display confidence?
-Is the clothing appropriate?
-Is the hair neatly tied up and off the face, with no loose or wispy bits?

Presentation Format

-Performers will usually take part in groups of 3–4, although this may vary.
-Each section of the day will begin with a large group warm-up.
-When warm-up is finished, performers will wait ‘off stage’ until they are introduced.
-Groups will perform in order, for example: A, then B, C, and D.
-Once their group has finished, children return to their parents until the Awards Ceremony at the end of the session.
-The Awards Ceremony takes place at the end of the session and will be accompanied by a display routine.

Circus

Circus routines are usualluy performed in this order: Circus Skills → Aerial → Acrobatics
Circus Skills: Students complete their routine, then wait until all have finished before moving to Aerial
Aerial: The judge signals the start so all students go together. Once finished, performers wait until moving to tumbling equipment.
Acrobatics: Performed one at a time, with each tumble signalled by a judge, students will then take bow at the end after tumbles are complete

Tumbling

Students perform one at a time and each tumble is signalled by a judge to start, the performer will present back. When they finish a tumble they walk back and wait for their next go until all tumbles within their group of 4 are complete. All tumblers then walk on and take a bow after their whole group has finished.

Aerial

Students perform in groups of 2–4, depending on the number of entries in each level. They only begin once the judge has given the signal. After completing their routine, they step off the mat, take a bow, and then move to the waiting area. From Level 4 onwards, routines are performed to music, adding an extra performance element.

Acro dance

Students perform in groups of 2 - 4 depending on entries in each level. They perform to set music. Once they have finished they then take a bow before heading to the waiting area.

Ground based circus

Students perform in groups of 2 - 4 depending on entries in each level. They only start once the judge has signalled to do so. Once they have finished they can take a bow before heading to the waiting area.

Example Programme Layout

Group A			
Number	Name	Level	Discipline
1	Fred Blogs	FUN	Circus
2	Joe Smith	FUN	Circus
3	Bob Fraser	FUN	Circus
4	Esme Balls	FUN	Circus

Group B			
Number	Name	Level	Discipline
1	Andrew Lloyd	FUN	Circus
2	Nigel Havers	FUN	Circus
3	Garry Willmot	FUN	Circus

Group C			
Number	Name	Level	Discipline
1	Emma Bunting	1	Circus
2	Victoria Beckham	1	Circus
3	Geri Halli	1	Circus
4	Mel B	1	Circus

Group C			
Number	Name	Level	Discipline
1	Homer S	2	Circus
2	Marge S	2	Circus
3	Krusty C	2	Circus
4	Michael Burns	2	Circus

Progression & Next Steps

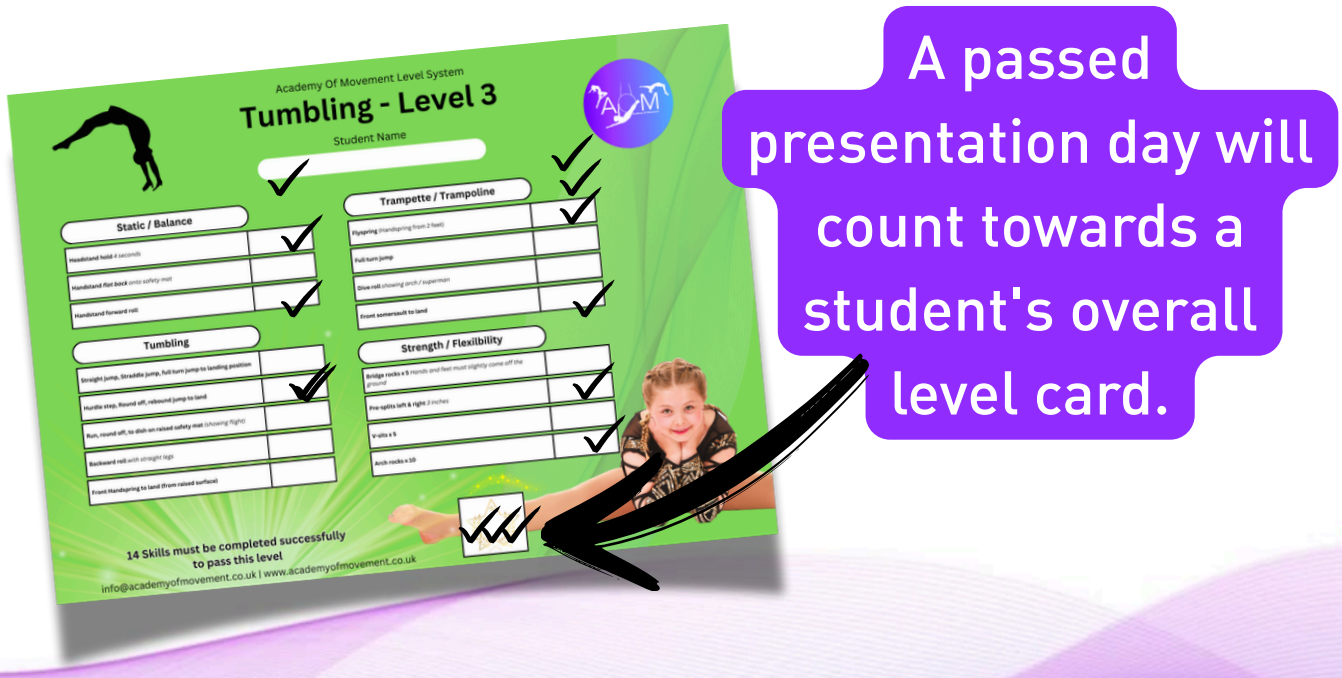
Passing Presentation Day routines helps children move through their levels, but they still need to complete their full skill card.

Coaches keep track of this, and students will receive certificates in class once they have passed a level. This certificate is different from the participation certificate students receive on Presentation Day.

Children who don't pass the first time simply keep working and can try again next Presentation Day; we aim to hold two Presentation Days a year for this reason.

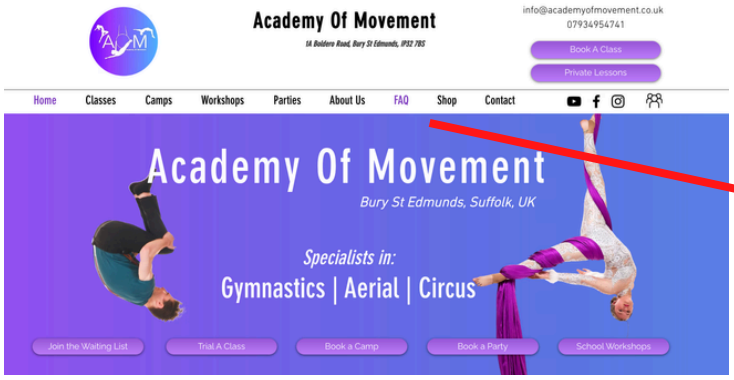
Why We Do It This Way

- To celebrate effort as well as achievement.
- To make sure children progress in all-round development (strength, flexibility, technique, performance).
- To give families a chance to see their children shine in a performance and supportive environment.
- To support one another; rather than being against each other, we can all win together! That's the AOM way!



FAQ's

Frequently asked questions



Don't forget FAQ's are also availble on our website

Q: If my child passes their Presentation Day routine, do they move up a level straight away?
A: Not necessarily. They earn 3 ticks, but must still complete other skills on their card. So it depends on each students progress on their current level card.

Q: What if my child doesn't pass?
A: They'll receive a "Progress achieved" sticker and feedback. This shows they're still developing – and they'll have another chance next time, we are always proud of them for getting up and performing so its still a MASSIVE well done to them!

Q: What if my child is nervous?
A: That's normal! Coaches support children before and during their performance, and routines can be guided for younger students. Remembers nerves just show you care and its a natural part of performing / presenting

Q: How often do Presentation Days happen?
A: We hold Presentation Days twice a year. This gives students regular opportunities to showcase their progress, while still having enough time in between to develop their skills in class.

Q: Does my child have to take part in Presentation Day?
A: Participation is encouraged but not compulsory. Presentation Days are designed to be fun, confidence-building events, but if your child cannot attend they will continue working on their level card in class.

Q: Can my child repeat a level if they don't feel ready to move up?
A: Yes. Every child progresses at their own pace, and repeating a level allows them to build confidence and consistency before tackling new challenges.

FAQ's CONTINUED

Q: What happens if my child is absent for Presentation Day?
A: They will not earn the 3 ticks or be assessed on their routine that term, but they can continue progressing in weekly classes and try again at the next Presentation Day.

Q: What happens if my child has already passed a level in class but hasn't yet performed it at Presentation Day?
A: If your child has passed a level in class but hasn't performed it yet at Presentation Day, they will either:

- **Perform the level they have already passed, or**
- **If they are confident and ready, perform both the level they previously passed and their new level.**

This approach makes sure that children are not held back in their progression while still giving them the opportunity to showcase and celebrate the level they've already achieved.

Q: Who marks the routines?
A: Routines are assessed by a panel of experienced AOM coaches and judges. They follow a clear scoring system to make sure judging is fair, consistent, and supportive.

Q: What if my child is stronger in one discipline than another?
A: That's perfectly normal! Some children progress faster in certain areas. Presentation Day focuses on a set routine, but overall level progression comes from completing the full level card across all categories.

Q: Will my child perform more than once?
A: Yes, in some cases. For example, in Mixed Aerial classes, students train on a variety of apparatus such as hoop, silks, and slings. They may choose to perform more than one discipline on Presentation Day.

Q: How much does it cost to take part?
A: The entry fee is £15 per student, with each additional discipline priced at £5 each. This fee helps cover overheads, insurance, certificates, lanyards, pin badges, and staff costs.

Q: Do we drop our children off?
A: No. Parents/guardians are required to stay and are responsible for their children during Presentation Day. This is different to our shows, where children are signed in and left in the care of AOM staff and licensed chaperones.