**PDHPE FACULTY**

**PE ASSESSMENT TASK COVERSHEET**

Stage 4 - Year 7

|  |
| --- |
| TOPIC/MODULE: Cultural Physical Activity |

|  |
| --- |
| WEIGHTING: 25% (Marked out of 25) |

|  |
| --- |
| DUE DATE: |

|  |
| --- |
| TIME ALLOWED: Two weeks after receiving the task |

|  |
| --- |
| OUTCOMES:  4.4 A student demonstrates and refines movement skills in a range of contexts and environments.  4.5 A student combines the features and elements of movement composition to perform in a range of contexts and environments.  4.13 Demonstrates cooperation and support of others in social, recreational and other group contexts.  4.14 Engages successfully in a wide range of movement situations that displays an understanding of how and why people move. |

|  |
| --- |
| PHYSICAL LITERACY CONTINUUM MARKERS: |

**Cluster 5:**

**Aspect – Movement Competencies (Combinations)**

Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome).

**Aspect – Motivational and Behavioural Skills (Persistence and Independence)**

Demonstrates motivation, confidence and commitment when faced with challenging and/or unfamiliar movements and physical activities.

|  |
| --- |
| TASK: Cultural Dance : Telling a story through movement |

**What do I have to do?**

1. Students are to form small groups of 4-5 for the completion of the task.
2. The dance requires students to “tell a story through movement”. Students must create a story that reflects Australia’s Indigenous culture and submit a written version of this story to their teacher on the designated assessment day.
3. A set piece of Indigenous music will be used for the task (Drought – Gondwanaland by Terra Incognita).
4. Students must perform for 1min 30sec.
5. Dance must explore varying patterns and relationships.
6. All group members must play an active role in contributing to the choreography process*.*
7. Dance can use whatever space required within the constraints of the hall and must be explored in terms of level, direction, patterns and formations.
8. Students must choose one of the following elements to base their composition off: Land (e.g. hunting, food, animals, plants/trees), Sea (e.g. fishing, swimming, ocean movement) or Sky (e.g. rain, wind, thunder, lightning, birds).

**The music will be supplied by the teacher. All groups will dance to the same piece of music. The music track will play on repeat throughout the design/practice period. The teacher will assess students individually as group members i.e. a group member who is ‘out-of-time’ will receive a different mark to a group member who is ‘in-time’ and knows the routine.**

**What do I need to do the task? (Resources)**

* Assessment task Marking Criteria
* Group cooperation and teamwork
* Imagination and enthusiasm

**How will I be assessed? (Criteria for assessing performance)**

Students will be assessed on their ability to:

* Work cooperatively as a member of a group to compose and perform a dance routine that addresses elements of Indigenous dance.
* Adapt, transfer and improvise movement skills and concepts to improve performance in dance.

**How will I know how well I’ve done? (Feedback)**

* Students will receive written feedback from the teacher on the marking criteria sheet.

**How will this help me in future learning in PDHPE? (Future Directions)**

* Students will be better able to compose, and perform dance compositions
* Students will be better able to adapt, transfer and improvise movement skills & concepts to improve performance in dance
* Students will be better able to performs dance movements in a variety of challenging contexts

|  |
| --- |
| SPECIAL PROVISIONS: |

Students who have successfully applied for special provisions for their assessment tasks MUST see their course teacher within a week of receiving this notification to organise the resources and requirements of the special provisions. Failure to do this may mean the required resources are unavailable on the day of the assessment task.

|  |
| --- |
| ASSESSMENT CRITERIA: |

Students are reminded that late tasks will not be accepted unless an illness/misadventure form is submitted to the appropriate HT with a Doctors certificate immediately upon return to school.

**You will be marked on how well you meet the criteria below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Marking Criteria** | | | |
| **Skills** | **0** | **1-2** | **3-4** | **5** |
| **Story** |  | * Does not submit written copy of story * Some elements of Indigenous culture/history are evident in dance composition * Story is of an unsatisfactory length | * Submits written copy of story * Story mainly focuses on one element (land, sea or sky) and demonstrates elements of Indigenous culture/history throughout dance composition * Story is satisfactory in length | * Submits written copy of story * Story focuses on one element (land, sea or sky) and comprehensively demonstrates numerous elements of Indigenous culture/history throughout dance composition * Story is outstanding in length and detail |
| **Rhythm & Timing** | No Effort | * Dance routine involves individual engaged in some movement to the music (fluency) | * Dance routine involves individual performing for 1min 30sec * Dance routine involved individual being synchronised with the music (fluent) when performing * All aspects of previous Criteria | * Dance routine involves individual performing for 1min 30sec * All aspects of previous Criteria |
| **Dynamics & Relationships** | No Effort | * Dance routine involves individual performing basic foundational movements * Dance routine involves individual engaging in basic foundational relationships with other group members | * Dance routine involves individual exploring both force and flow when performing * Dance routine involves individual engaging in multiple relationships with other group members * All aspects of previous Criteria | * Dance routine involves individual making rhythmic use of force and flow in time to the music when performing * Dance routine involves individual engaging in complex relationships with group members * All aspects of previous Criteria |
| **Planning & Teamwork** (Choreography) | No Effort | * Individual contributes ideas to other group members regarding dance design * Individual demonstrates dance moves | * Individual engages in discussions with other group members regarding dance design * Individual actively practices dance moves with other group members * All aspects of previous Criteria | * Individual leads group discussion regarding the design of the dance * Individual evaluates dance moves with other group members whilst practicing * All aspects of previous Criteria |
| **Use of Space**  (Level, direction, patterns and formations) | No Effort | * Dance routine involves individual making use of levels * Dance routine involves individual making use of directions | * Dance routine involves individual making use of patterns * All aspects of previous Criteria | * Dance routine involves individual making use of formations with other group members * All aspects of previous Criteria |

|  |  |
| --- | --- |
| **Total Marks** | |
| **Part 1:** Story | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **Part 1:** Rhythm & Timing | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **Part 1:** Dynamics & Relationships | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **Part 1:** Planning & Teamwork | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **Part 1:** Space | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **Total:** | **\_\_\_\_\_\_\_\_\_\_\_/25** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| **25-21** | **20-16** | **15-11** | **10-6** | **5-0** |

**Achievement of Outcomes in the Task:**

|  |  |  |  |
| --- | --- | --- | --- |
| * 1. Adapts, transfers and improvises movement skills and concepts to improve performance | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |
| **5.5** Composes, performs and appraises movement in a variety of challenging contexts | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |
| * 1. Adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |
| **5.14** Confidently uses movement to satisfy personal needs and interests | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |

# LEICHHARDT CAMPUS

# PDHPE FACULTY

STUDENT FEEDBACK SHEET

ASSESSMENT TASK:

|  |
| --- |
| STUDENT: |
|  |
| TOPIC / MODULE: |

|  |
| --- |
| WEIGHTING |

|  |  |
| --- | --- |
| TASK RANK 30% | TASK AVERAGE (optional) |

Results of Assessment Tasks can only be queried at the time tasks are returned. You should therefore see your teacher immediately if you have any concerns about the marks awarded to you.

|  |
| --- |
| COMMENT |