 Stage 5 ballroom blitz

Assessment task

The following assessment task has been developed by the PDHPE faculty at Cheltenham Girls High School, as part of a year 9 dance unit.

Task

After learning the basic steps of three styles of ballroom dances, students are to choreograph and perform one of the dance styles with a partner.

Students are required to choreograph and perform movement inspired from, but not limited to, the basic steps of their chosen dance style. Creativity, innovation and originality is encouraged.

Students will be assessed on technical and artistic outcomes.

Students should show an understanding and consideration of the elements of composition including:

Space – use of different levels (high, medium, low), directions of dance, formations; makes use of general space and personal space.

Dynamics – flow, force and quality of movements, a variety of qualities.

Rhythm and timing – synchronisation with music, makes use of accented beats, movements in time with each other.

Relationships – dancers interacting with one another, the audience, costumes or props.

Outcomes

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-9 assesses and applies self- management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

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Skill domains

Self-management (S)

* Decision-making and problem-solving

Interpersonal (I)

* •Communication
* •Collaboration, inclusion and relationship building

Movement (M)

* Fundamental and specialised movement skills and concepts
* Tactical and creative movement

Critical Questions

Health, Wellbeing and Relationships

* How can I be the best version of me and support the identity of others?
* How can people respond positively to life challenges?
* What factors enhance inclusivity, equality and respect in relationships?

Movement Skill and Performance

* How can I use feedback to create adaptations to movement skills to make them more effective in different contexts?
* How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?
* How can I include, assist and lead others during physical activity?

Healthy, Safe and Active Lifestyles

* What strategies can I plan and prioritise in my community to empower individuals to lead safe, healthy and active lifestyles for the benefit of my own and others wellbeing?
* How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?
* Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity?

Physical literacy continuum markers – cluster 6

Aspect movement competencies (combinations)

* Adapts and improvises movement skills and combinations of skills, to perform innovative movement across a range of physical activity contexts

Stage 5 ballroom blitz – marking criteria

Technical score

| Technique | Outstanding 9-10 | High 7-8 | Sound 5-6 | Basic 3-4 | Needs Improvement 0-2 |
| --- | --- | --- | --- | --- | --- |
| Dance technique and execution | Controlled and precise body form and postural alignment.  Controlled and precise placement, neatly executed arm lines, leg lines and footwork. | Controlled body form and postural alignment.  Controlled placement, arm lines, leg lines and footwork. | Sound execution of body form and postural alignment with some minor technical inconsistencies.  Sound placement, arm lines, leg lines and footwork with some minor inconsistencies. | Body form and postural alignment display some technical inconsistencies.  Placement, arm lines, leg lines and footwork with some technical inconsistencies. | Greater awareness and execution of one or more of the following: body form, postural alignment, placement, arm and leg lines and footwork required. |
| Dance intensity and energy | Outstanding variety and complexity of upper and lower limbs.  Partners display an impressive level of intensity and energy throughout the dance. | Variety of upper and lower limbs.  Partners display a high level of energy throughout the dance. | Movement sequences show some differences in upper and lower limbs.  Partners display good levels of energy throughout the dance. | Similar and repeated movement sequences of upper and lower limbs evident.  Intensity is sporadically sustained throughout the performance. | Greater complexity of movement required.  Greater sustained energy and intensity required throughout the dance. |
| Use of space and relationships | Outstanding use of the performance space, including inventive application of floor patterns.  Dancers utilize complexity in partnership work, demonstrating inventive and original use of levels, partner interactions and shapes. | Explores the performance space and applies numerous creative floor patterns.  Dancers explore partnership work, demonstrating good use of levels, partner interactions and shapes. | Movement in the performance space addresses sound use of floor patterns.  Dancers explore partnership work, addressing sound use of levels, partner interactions and shapes. | Addresses some floor patterns in the performance space.  Movement repeat common levels, partner interactions and shapes. | Greater complexity of floor patterns required within the performance space.  Greater use of partner interactions, shapes and levels required. |
| Choreography and movement selection | Explores numerous innovative and creative options.  Willing to take risks in their exploration.  Movements are highly original and innovative.  Movements highlight and compliment the music extremely well. | Explores numerous creative options.  Willing to explore movement relevant to chosen dance style.  Movements are original and carried out well.  Movements highlight the music in an interesting way. | Explores a variety of creative options.  Takes some risks in their exploration.  Movements show unusual patterns and fair variety. | Adapts some options from others in their movement  Goes beyond the familiar to take a small risk.  Movements repeat common patterns and themes. | Uses common and stereotypical patterns borrowed from others.  Uses familiar patterns and movements.  Re-uses a simple pattern borrowed from others or media. |
| Musical interpretation | Movement highly significant to the chosen music and dance style.  Outstanding use of highs and lows of musical structure, mood and timing | Movement compliments music to a high standard.  Movement support musical structure, mood and timing. | Movement explores elements of the musical structure; mood and timing to support the chosen dance style. | Movement displays some relevance to the music and dance style, however, needs greater focus on the timing and mood to enhance the performance. | The movement does not support or compliment the musical structure. |
| Showmanship and synchronisation | Outstanding maintenance of energy, appropriate facial expressions and eye contact throughout entire performance.  Outstanding fluency of spacing, linkage of moves and timing with partner. | Sustains energy, appropriate facial expressions and eye contact throughout performance.  Sustains fluency of spacing, linkage of moves and timing with partner. | Maintains energy, appropriate facial expressions and eye contact throughout most of the performance.  Displays good use of spacing, linkage of moves and timing with partner throughout most of the performance. | Shows inconsistent energy, facial expressions and eye contact during performance.  Displays inconsistent use of spacing, linkage of moves and timing with partner during performance. | The dancer requires greater attention and commitment to the performance. |

Total marks

| Areas | Mark |
| --- | --- |
| Technical score total | /30 |
| Dance technique and execution | /10 |
| Dance intensity and energy | /10 |
| Use of space and relationships | /10 |
| Artistic score total | /30 |
| Choreography and movement selection | /10 |
| Musical interpretation | /10 |
| Showmanship and synchronisation | /10 |
| Total score | /60 |