



<b>Task Number</b>	2	<b>Task Name</b>	Contemporary Movements!
<b>Course</b>	Stage 5 PDHPE	<b>Faculty</b>	PDHPE
<b>Teacher</b>	Mr Eakin, Mr Adams, Mr Presland, Ms Ellis, Mr Everson, Mr Clark	<b>Head Teacher</b>	Mr John Eakin
<b>Issue date</b>	7/06/24	<b>Due date</b>	28/06/24
<b>Focus (Topic)</b>	Dance	<b>Task Weighting</b>	25%

**Outcomes**

<ul style="list-style-type: none"> <li>&gt; PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</li> <li>&gt; PD5-5 appraises and justifies choices of actions when solving complex movement challenges</li> <li>&gt; PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences</li> </ul>
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**Task description**

<p>There are two parts to this task:</p> <p>A. Practical Component – Composing, practicing and performing your dance/movement sequence within a small group of your choosing (group size 3-5 students).</p> <p>B. Theory Component – Self-reflection of your experience composing, practicing and performing your dance/movement sequence within your small group.</p> <p><b>Part A</b> – Practical Component - During class time you are required, within a small group of your choosing, to compose, practice and perform your own sequence of steps. You will be assessed on how well your routine meets the features and Elements of Dance (<i>Space, Time &amp; Dynamics</i>) and Elements of Movement (<i>Processes &amp; Relationships</i>).</p> <p><b>Note:</b> You will be required use props or any available sporting equipment throughout your movement sequence to help meet the elements of the composition.</p> <p><b>Part B</b> – Theory Component Students will be assessed on their ability to accurately evaluate and reflect on their involvement in the composition, practice, and performance of their movement sequence. A 'Reflection Sheet' will be provided for students to complete and submit concluding their final movement sequence performance.</p>
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**DANCE COMPOSITON AND PERFORMANCE  
INDIVIDUAL REFLECTION**

**Student Name:** \_\_\_\_\_

<b>DID I</b>	<b>YES</b>	<b>NO</b>	<b>TOWARDS</b>
Understand the task?			
Complete the planning task to the best of my ability?			
Present my work well organised and professionally?			
Understand the elements of composition?			
Understand my areas of strength and weakness in this task?			
Practice and prepare to perform our composition to the best of my ability?			

I enjoyed this task because (think of at least one aspect of the task that you did enjoy)...

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I think the task could have been improved by...

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If I could do this assessment over again I would...

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This task was a challenge to me because...

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On a scale of 1-10 I would give myself a \_\_\_\_\_ Because \_\_\_\_\_

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Year 9 Assessment Task #2 Marking Criteria

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	<b>Outstanding (5)</b>	<b>High (4)</b>	<b>Sound (3)</b>	<b>Basic (2)</b>	<b>Limited (1)</b>
<b>Incorporating the Elements of Dance &amp; Elements of Movement</b>	Student has implemented <u>all</u> Elements of Dance (space, time, dynamics) and <u>all</u> Elements of Movement (processes, relationships) in their movement sequence. The student has creatively incorporated props to assist them implementing the elements listed above.	Student has implemented <u>most</u> Elements of Dance (space, time, dynamics) and <u>most</u> Elements of Movement (processes, relationships) in their movement sequence. The student has effectively incorporated props to assist them implementing the elements listed above.	Student has implemented <u>some</u> Elements of Dance (space, time, dynamics) and <u>some</u> Elements of Movement (processes, relationships) in their movement sequence. The student has made a satisfactory attempt to incorporate props to implement the elements listed above.	Student has implemented <u>a few</u> Elements of Dance (space, time, dynamics) and <u>a few</u> Elements of Movement (processes, relationships) in their movement sequence. The student has attempted to incorporate props in their movement sequence to implement the elements listed above.	Student has rarely implemented the Elements of Dance (space, time, dynamics) or the Elements of Movement (processes, relationships) in their movement sequence. The student has made minimal effort to incorporate props to assist them implementing the elements listed above.
<b>Executing the Elements of Dance</b>	Students perform <u>all</u> Elements of Dance (space, time, dynamics) to an outstanding level in their movement sequence.	Students perform their selected Elements of Dance (space, time, dynamics) to a high level in their movement sequence.	Students perform their selected Elements of Dance (space, time, dynamics) to a sound level in their movement sequence.	Students perform their selected Elements of Dance (space, time, dynamics) to a basic level in their movement sequence.	Students perform their selected Elements of Dance (space, time, dynamics) to a limited level in their movement sequence.
<b>Executing the Elements of Movement</b>	Students perform <u>all</u> the Elements of Movement (processes, relationships) to an outstanding level in their movement sequence.	Students perform their selected Elements of Movement (processes, relationships) to a high level in their movement sequence.	Students perform their selected Elements of Movement (processes, relationships) to a sound level in their movement sequence.	Students perform their selected Elements of Movement (processes, relationships) to a basic level in their movement sequence.	Students perform their selected Elements of Movement (processes, relationships) to a limited level in their movement sequence.
<b>Participation</b>	Student demonstrates an outstanding level of participation throughout the task. They actively participated in the composition process and demonstrated a high level of importance in practicing the movement sequence.	Student demonstrates a high level of participation throughout the task. They actively participated in the composition process and made a consistent attempt to practice the movement sequence across multiple lessons.	Student demonstrates a sound level of participation throughout the task. They have participated to a satisfactory level in the composition process and made a satisfactory attempt to practice the movement sequence across multiple lessons.	Student demonstrates a basic level of participation throughout the task. They have sometimes participated in the composition process and have displayed lessons of inconsistency when practicing the movement sequence.	Student demonstrates a limited level of participation throughout the task. They rarely participated in the composition process and made minimal effort to practice the movement sequence.
<b>Reflection</b>	The reflection document is completed to an outstanding standard and the student has demonstrated an extensive understanding of the evaluation process.	The reflection document is completed to a high standard and the student has demonstrated a thorough understanding of the evaluation process.	The reflection document is completed to a sound standard and the student has demonstrated a satisfactory understanding of the evaluation process.	The reflection document is completed to a basic standard and the student has displayed, at times, an inconsistent comparison when evaluating the practical and theoretical components of the task.	The reflection document is completed to a limited standard and the student has displayed an inconsistent comparison when evaluating the practical and theoretical components of the task.

**Teacher Comment**

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