



## Year 8, PDHPE

### Task 4: Social Creative Dance

**Due Date:**

PART A- During Week 6/7 Practical Lessons  
PART B (Written Component)- Friday 23rd August- 5:00pm

**Task Distributed:** Week beginning 5/8/24

**Unit:** Social Dance

**Task Type:** Practical Task

**Task Weighting:** 15%

**Outcomes:** PD4-4, PD4-5

#### Task Description

##### PART A

In small groups of 3-4 students, you are required to create, compose and perform an original THEME DANCE during PDHPE class. You will be given time in practical lessons to create and compose the dance with your group using the elements of dance (levels, time, space, dynamics) and will perform your dance to your PDHPE class during week 7/8 to appropriate music. You will be assessed on both your performance and participation during practical lessons.

The group dance must be from one of the following themes:

- Sports Theme Dances (using movements and actions from different sports)
- Action Dance (interpreting and recreating different life scenarios)
- Movie Themes
- Any other themes – talk to class teacher for approval

Your group dance must consist of the following:

- An original dance that lasts a minimum of two minutes.
- The elements of dance including time, space and dynamics.
- The dance must be performed to appropriate music.
- The use of costumes to reflect the dance.
- The use of a variety of levels throughout your dance.
- The dance should be in time with the music, in synchronisation with your group and be well-rehearsed.
- You may include individual steps in your dance.

##### PART B- WRITTEN COMPONENT

Explain the theme being depicted throughout your dance. Include how the elements of dance and the dance composition assist in the depiction of the theme. **Use the google doc provided on google classroom to complete this and submit by Friday 23rd August at 5:00pm.**

## Details of Submission

PART A- During Week 6 / 7 Practical Lessons

PART B (Written Component)- Friday 23rd August- 5:00pm

## How does this link to my learning?

This task addresses students' practical application of the Personal Development, Health and Physical Education Course. It involves the development of movement and composition through the elements of dance that the students have engaged with throughout Term 3. This task is important regarding skill development and the importance of engaging in physical activity throughout the life cycle. It provides students with the skills to assess themselves and peers when moving and composing movement to music.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## MARKING CRITERIA

### Dance performance (RO2)

Level of achievement	Criteria	Marks
<b>Extensive</b>	Comprehensive use of a range of movements and elements of composition (space, time, force, flow) to depict a theme in dance. Exceptional timing (eg synchronisation) to appropriate music to reflect the composition and theme. Costumes that reflect the theme of the dance. Adheres to the time restriction of two minutes.	<b>9 - 10</b>
<b>Thorough</b>	Demonstrates a range of movements and elements of composition (space, time, force, flow) to depict a theme in dance. Well-timed (eg synchronisation) to appropriate music to reflect the composition and theme. Costumes that reflect the theme of the dance. Adheres to the time restriction of two minutes.	<b>7 - 8</b>
<b>Sound</b>	Appropriate movements and elements of composition (space, time, force, flow) to depict a theme in dance. Appropriate timing (eg synchronisation) to music to reflect the composition and theme. Some costumes may reflect the theme of the dance. Adheres to the time restriction of two minutes.	<b>5 - 6</b>
<b>Basic</b>	Limited movements and elements of composition (space, time, force, flow) are depicted in dance to represent a theme. Timing (eg synchronisation) is limited and the music may represent the theme. Some costumes may reflect the theme of the dance. The dance is shorter than the allocated two minutes.	<b>3 - 4</b>
<b>Elementary</b>	Minimal movements and elements of composition (space, time, force, flow) are depicted in dance to represent a theme.	<b>1 - 2</b>

	Timing (eg synchronisation) is lacking and the music is not appropriate to the theme. No costumes have been worn for the dance. The dance is shorter than the allocated two minutes.	
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### Written response (RO2)

Level of achievement	Criteria	Marks
<b>Extensive</b>	Comprehensive explanation of how the group dance depicts the chosen theme. Provides examples of how the elements of dance and dance composition enhance the depiction of the theme.	<b>5</b>
<b>Thorough</b>	Explanation of how the group dance depicts the chosen theme with reference to the elements of dance and dance composition.	<b>4</b>
<b>Sound</b>	Describes how the group dance depicts the chosen theme with minimal reference to the elements of dance and dance composition.	<b>3</b>
<b>Basic</b>	Discusses how the group dance depicts the chosen theme.	<b>2</b>
<b>Elementary</b>	Outlines how the group dance depicts the chosen theme.	<b>1</b>

### Participation (RO4)

Level of achievement	Criteria	Marks
<b>Extensive</b>	High levels of participation in all aspects of the dance lessons.	<b>5</b>
<b>Thorough</b>	Participation in most aspects of the dance lessons.	<b>4</b>
<b>Sound</b>	Participation in some of the dance lessons.	<b>3</b>
<b>Basic</b>	Participation in a few of the dance lessons.	<b>2</b>
<b>Elementary</b>	Little participation in dance lessons.	<b>1</b>

Level of Achievement	Movement skill: RO2	Participation: RO4	Overall Mark
<b>Extensive</b>	<b>13-15</b>	<b>5</b>	<b>17 - 20</b>
<b>Thorough</b>	<b>10-12</b>	<b>4</b>	<b>13 - 16</b>
<b>Sound</b>	<b>7-9</b>	<b>3</b>	<b>9 - 12</b>
<b>Basic</b>	<b>4-6</b>	<b>2</b>	<b>5 - 8</b>
<b>Elementary</b>	<b>1-3</b>	<b>1</b>	<b>1 - 4</b>

Teacher Feedback/ signature:
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**Future Directions:** Students will be able to adapt and participate in a variety of forms of dance.