

## Boot Scootin Dance Assessment

Due Date: Week 6/7 practical lessons

**Date Distributed:** Week beginning 30/07/24

**Task Weighting: 15%**

### Outcomes

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

**PD5-11** Refines and applies movement skills and concepts to component and perform innovative movement sequences

## ASSESSMENT OUTLINE

### 1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

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 2.

### 2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

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.

### 3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

#### Task Outline

#### INSTRUCTIONS:

Students are required to participate in a range of practical class activities pertaining to Social Line Dance to develop their skills. Students will be assessed, in class, on creating a group Line Dance after learning has taken place to demonstrate development and improvement. Students will be assessed based on participation, technique and success of the dance- in synchronisation, timing and flow of movements, within a 2 minute time limit.

Students are required to participate in a range of social line dances (examples below) prior to creating their own group dance:

- Macarena
- Bus Stop
- Nutbush

- 5,6,7,8
- Cotton Eye Joe Line Dance

Students will be required to, in a group (4-6), create a Social Line Dance of 32 counts that are to be repeated, for 2 minutes, to demonstrate the following elements of composition:

- Choreography
- Timing
- Synchronisation with a group
- Force, flow and space required for specific movement
- 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.

## Details for Submission

In class during PDHPE practical lessons Weeks 7-8.

## 4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

### Marking Criteria

#### Dance performance (RO2)

Level of achievement	Criteria	Marks
<b>Extensive</b>	<ul style="list-style-type: none"> <li>▪ Comprehensive use of a range of movements and elements of composition (space, time, force, flow) to depict a theme in dance.</li> <li>▪ Exceptional timing (eg synchronisation) to appropriate music to reflect the composition and theme.</li> <li>▪ Costumes that reflect the theme of the dance.</li> <li>▪ Adheres to the time restriction of two minutes.</li> </ul>	<b>9 - 10</b>
<b>Thorough</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates a range of movements and elements of composition (space, time, force, flow) to depict a theme in dance.</li> <li>▪ Well-timed (eg synchronisation) to appropriate music to reflect the composition and theme.</li> <li>▪ Costumes that reflect the theme of the dance.</li> <li>▪ Adheres to the time restriction of two minutes.</li> </ul>	<b>7 - 8</b>

<b>Sound</b>	<ul style="list-style-type: none"> <li>▪ Appropriate movements and elements of composition (space, time, force, flow) to depict a theme in dance.</li> <li>▪ Appropriate timing (eg synchronisation) to music to reflect the composition and theme.</li> <li>▪ Some costumes may reflect the theme of the dance.</li> <li>▪ Adheres to the time restriction of two minutes.</li> </ul>	<b>5 - 6</b>
<b>Basic</b>	<ul style="list-style-type: none"> <li>▪ Limited movements and elements of composition (space, time, force, flow) are depicted in dance to represent a theme.</li> <li>▪ Timing (eg synchronisation) is limited and the music may represent the theme.</li> <li>▪ Some costumes may reflect the theme of the dance.</li> <li>▪ The dance is shorter than the allocated two minutes.</li> </ul>	<b>3 - 4</b>

<b>Elementary</b>	<ul style="list-style-type: none"> <li>▪ Minimal movements and elements of composition (space, time, force, flow) are depicted in dance to represent a theme.</li> <li>▪ Timing (eg synchronisation) is lacking and the music is not appropriate to the theme. ▪ No costumes have been worn for the dance.</li> <li>▪ The dance is shorter than the allocated two minutes.</li> </ul>	<b>1 - 2</b>
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#### Participation (RO4)

Level of achievement	Criteria	Marks
<b>Extensive</b>	▪ High levels of participation in all aspects of the dance lessons.	<b>9-10</b>
<b>Thorough</b>	▪ Participation in most aspects of the dance lessons.	<b>7-8</b>
<b>Sound</b>	▪ Participation in some of the dance lessons.	<b>5-6</b>
<b>Basic</b>	▪ Participation in a few of the dance lessons.	<b>3-4</b>
<b>Elementary</b>	▪ Little participation in dance lessons.	<b>1-2</b>

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