

Movement madness: Stage 5 group task

Task description: This activity is designed as a series of learning activities that students would undertake as part of a practical unit in PDHPE. As the students are participating in the activities, the teacher would observe their performance, discussion and interactions with peers, and then collect information related to their progress. This information would add to the knowledge that the teacher has about what the student knows and can do. This helps the teacher to make a professional judgement about student achievement.

Step one:

In groups of 3-4 compose a simple movement sequence for dance. The movement sequence is to focus on a health issue relevant to young people. Through the movement sequence, your group's ideas about this issue should be expressed (e.g. problems associated with drug use by young people, consequences of drink driving/speeding, dealing with a mental health issue, disordered eating and body image, influences on decision-making). Groups perform the sequence for the class.

Step two:

Groups must use the elements of composition (space, dynamics, relationships, rhythm and timing) to adapt the original movement sequence into a more complex, challenging sequence. This could be accomplished by including additional elements to the original sequence or manipulating elements of the existing sequence. Groups perform their step two sequence for the class.

Step three:

Describe how the elements of composition (space, dynamics, relationships, rhythm and timing) were manipulated in order to increase the challenge and complexity involved in performing the movement sequence. During the activity, you will be observed as you work in groups.

Ideas for manipulating elements of composition

	Dance
Space	<ul style="list-style-type: none"> Varied floor patterns Working within the space and with other group members
Dynamics (force and flow)	<ul style="list-style-type: none"> Change in the energy of movements e.g. fast and slow movements Adapting the force of movements to become strong movements, jerky movements Adapting the height and speed of movements
Rhythm and timing	<ul style="list-style-type: none"> Moving in time with music/group members Movements linked to pace of music Change in rhythm to emphasise movements Pace of movement flows freely through routine
Relationships	<ul style="list-style-type: none"> Movements that mirror a partner Moving towards and away from group Linking steps together to music Relationships with the performance environment Cooperative group effort Fulfilling individual role to achieve the group's goal

Engaging students in meaningful movement

Assessing elements of composition group task – *Movement madness*

Outcomes to be assessed:

- 5.5 A student composes, performs and appraises movement in a variety of challenging contexts.
5.13 A student adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives.

Related syllabus content:

Students learn about:	Students learn to:
<ul style="list-style-type: none"> • elements of composition <ul style="list-style-type: none"> ○ space ○ dynamics ○ rhythm and timing ○ relationships 	<ul style="list-style-type: none"> • use movement to effectively communicate and interact in group/team contexts • compose and perform increasingly complex and challenging movement sequences using the elements of composition

Evidence of learning: What might you observe students doing, saying or producing in lessons?

Evidence of learning: Working towards outcome 5.5

- contributes ideas concerning the movement performance
- builds on ideas from others in the group
- uses subject specific terminology in a meaningful way when talking about the movement performance
- performs a sequence of movements in a chosen movement context with skill and precision
- adapts a movement sequence to make it more challenging and complex
- changes a movement sequence using the elements of composition.

Evidence of learning: working towards outcome 5.13

- actively participates in group discussions during the planning phase of the task
- works together with other group members effectively when practising and performing the movement sequences
- effectively takes on roles within the group to ensure that tasks are completed
- identifies tasks that need to be completed by various members of the group in order to complete the task
- delegates tasks to other group members where necessary
- monitors the completion of tasks by group members
- communicates effectively to ensure that the group is working towards the same objectives
- provides quality feedback about the performance to the group to improve the performance