

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	PDHPE
Topic	Moving and Making (Practical)
Class Teacher	Variable
Head Teacher	T.Dray
Date Given	Week 2
Date Due	Term 2 – Week 5 (exact date to be confirmed by teacher)

Year 7 Dance Assessment Task Term 2 Create a Line Dance

A) Participate in 4 different dances from the following list (youtube links are below). If there are other dances that you have been participating in, list and describe them below.

CHA CHA SLIDE https://www.youtube.com/watch?v=I1gMUbEAUFw	THE SID SHUFFLE https://www.youtube.com/watch?v=uMuJxd2Gpxo	TUSH PUSH LINE DANCE https://www.youtube.com/watch?v=xg-YpbysuqE
NUTBUSH DANCE https://www.youtube.com/watch?v=qHqziQty7aY	MACARENA https://www.youtube.com/watch?v=SWHS4HsgnUk	HUSTLE LINE DANCE https://www.youtube.com/watch?v=O742R9XhBow
THE GIT UP DANCE https://www.youtube.com/watch?v=76IAnVEwT5Q	ELECTRIC SLIDE LINE DANCE https://www.youtube.com/watch?v=VoCZsFGVsy4	FOOTLOOSE LINE DANCE https://www.youtube.com/watch?v=bZzmMIMUhOs&t=93s

B) Compile a list of the dance moves (steps) that you have participated in and include a description that **you** can remember for each dance.

NAME OF THE DANCE	DESCRIPTION
1. EG Macarena	EG fund hand movements
2.	
3.	
4.	

C) Complete the task below: * **Video is preferred as we can see your creativity and coordination***

1. Compose a **line dance** for a song of your choice, using the steps from dances that you have participated in.
2. Include at least 5 different steps in your composition.
3. You can teach your dance to a family member!
4. To submit in your Google Classroom you can do **either** of the following:

WRITE A DESCRIPTION OF YOUR DANCE	FILM 30 SECONDS OF YOUR DANCE
Choose a song List the steps (with a basic description) Describe how many times you complete each step and the directions you would face (as if you are teaching it to another person) Draw a diagram for further explanation Hand in your task in this document in Google Classroom	Choose a song Perform your LINE dance steps to the music (you can have your family members perform it with you) Hand in your task in Google Classroom.

Outcomes/Content Assessed:

HSAL 2. How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

PD4.4- A student refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.

PD4.5- A student transfers and adapts solutions to complex movement challenges.

PD4.11-A student demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

Key Terms:

- **Describe:** Provide characteristics and features
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Compare:** Show how things are similar or different

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

CRITERIA:	0 MARKS	1 MARK	2 MARKS	3 MARKS	4 MARKS	5 MARKS	TOTAL
PART A Composition and Creativity	No attempt	Only one dance used	Dance uses a combination of moves from at least 2 different dances, and it flows from one movement to the next.	Dance uses a combination of moves from at least 2-3 different dances, or has some steps created by you	Dance uses a combination of moves from at least 4 different dances, or steps that have been created by you and it flows from one movement to the next.	Dance uses a combination of moves from at least 4 different dances, AND steps that have been created by you and it flows from one movement to the next.	
PART B 5 Dance steps required	No attempt	Required steps (dance incorporates at least 1 different steps).	Required steps (dance incorporates at least 2 different steps).	Required steps (dance incorporates at least 3 different steps).	Required steps (dance incorporates at least 4 different steps).	Required steps (dance incorporates at least 5 different steps).	
PART C Presentation & Description of the dance	No attempt	The written description of your dance is limited and not clear. Performance is poor and shows minimal effort and not in time to the music	The written description of your dance is basic. Performance shows no clear steps and timing to the music is inconsistent.	The written description of your dance is mostly clear to the marker. Some assistance may be required to be able to read the steps and understand what they need to do, or the filmed performance shows some of your steps and timing to the music)	The written description of your dance is mostly clear to the marker and there may some assistance required to be able to read the steps and understand what they need to do, or the filmed performance clearly shows all of your steps and timing to the music)	The written description of your dance is clear to the marker and anyone should be able to read the steps and understand what they need to do, or the filmed performance clearly shows all of your steps and timing to the music)	
Part D – teacher observation of participation during practical dance lessons	No attempt	Throughout unit student engages in 1-2 dances during practical lessons with little enthusiasm.	Throughout unit student engages in 2-3 dances during practical lessons with little enthusiasm.	Throughout unit student engages in all dances during practical lessons with enthusiasm	Throughout unit student engages in all dances during practical lessons with mostly an enthusiastic attitude and energy	Throughout unit student engages in all dances during practical lessons with enthusiasm and high levels of energy	
Comment:							TOTAL /20