Unit Title:	9.5 On Stage	**Stage/Year:**	Stage 5, Year 9
Strand(s):	Strand 2 Movement skill and performance	**Unit length:**	20 Lessons

Unit Description:	This unit focuses on the aspects required to prepare and perform quality movement performances. Students compose, perform and appraise movement sequences/compositions from individually selected movement contexts such as gymnastics, dance, martial arts, team games or others.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.5 a student composes, performs and appraises movement in a variety of challenging contexts • 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives	▪ Choreographs and performs movement in a variety of physical activities ▪ Applies and manipulates the elements of movement in a variety of physical activities ▪ Contributes positively to group activities using a variety of communication techniques ▪ Identifies a range of issues in relation to critiquing performance
Contributing outcomes	
• 5.14 confidently uses movement to satisfy personal needs and interests • 5.15 devises, justifies and implements plans that reflect capacity to prioritise, think creatively and uses resources effectively	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	Strand 2: This strand recognises the enjoyment and active participation present in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Just as Strand 1 focused on the link between self and others, so too this Strand is understood in the Catholic Christian tradition in terms of a link between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. This tradition is based on God's word in Genesis that all creation is good, as well as the Incarnation where Jesus took on human, bodily form and lived as fully human yet fully divine. The clearest expression of this unity of body and spirit comes from Paul: 'Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?' (1Cor 6:19)
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous	✓	Planning	✓	
Civics & Citizenship		Working with others	✓	
Difference & Diversity		Work mathematically	✓	
Environment		Solving problems		
Gender		Work with ICT applications	✓	
Literacy				
Multicultural	✓			

Students learn about:	Students learn to:
• Features of movement composition – purpose – responding to stimuli – improvising – planning – sequencing – performing	• Participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition • Use movement to effectively communicate and interact in group/team contexts
• Elements of composition – space – dynamics – rhythm and timing – relationships	• Compose and perform increasingly complex and challenging movement sequences using the elements of composition
• Appreciating movement composition and performance – aesthetic appreciation – qualities of performance – analytical techniques	• Design and implement criteria to analyse the performance of self and others in a range of movement activities • Use performance feedback to improve quality of movement in a variety of contexts • Gather information about a performance using objective and subjective methods • Enter performance data into a prepared spreadsheet template, format and analyse with consideration of ethical issues, eg use, interpretation and publication of data

Teaching, learning and assessment activities	Resources
This unit offers a range of choice depending on school facilities, teacher preference and student needs. Following are suggested activities in team games, gymnastics, cheerleading, aerobics, cultural dance, contemporary dance, ballroom dance and martial arts. Teachers may select to do a detailed study on 1 – 2 areas or a broader coverage of movement composition and performance using varied activities.	
Team Games • Adopt a Game Sense approach in teaching games such as Touch, Oz-tag, Australian Rules football, or European Handball. Progressively increase the complexity of the movements and activities. • Vary the size of teams • Vary communication techniques used (e.g. no talk, only using player's names without instruction, no names to be used, etc.) • Discuss how the elements of composition can be incorporated into the games/movement sequence. *FEEDBACK: Teacher questions students for understandi*ng and responds accordingly. • Experiment with various student driven examples of how each element can be manipulated • Design a checklist for skill evaluation for a selected game. Implement this checklist for self and peer appraisal and evaluate its effectiveness. • **(A)** Collect a sample performance appraisal from either the TV or newspapers/magazines relating to a team sport. Predict what criteria were used by the author in their appraisal? Identify and justify whether the criteria was objective or subjective and comment on its appropriateness. *FEEDBACK – Teacher provides written feedback in accordance with the criteria and assessment guidelines* .	Game Sense

• **(A)** Based on a spreadsheet template for one of the team games covered, students are to analyse the performance of three peers. They are to enter this data onto the spreadsheet. Students are to use a form of technology to enhance their appraisal; e.g. video analysis, digital still photographs, use of the data projector, etc. In their interpretation and evaluation of this data, each student is to offer feedback on each of their peer's performance demonstrating an appreciation of the aesthetical aspects. Discuss the ethical issues that result from publishing your results to the wider community *FEEDBACK – Peer and teacher written feedback on positive aspects of the performance and recommendations for areas to improve* **Martial Arts** • Depending on teacher expertise, we suggest that a Martial Arts expert be utilised in instructing the students in the basic skills of the martial art style chosen. • Combine with a variety of students to design a combination of moves into a choreographed sequence. • Discuss how the elements of composition can be incorporated into the games/movement sequence. *FEEDBACK: Teacher questions students for understand*ing. • Experiment with various student driven examples of how each element can be manipulated • Increase the difficulty of each sequence by varying the elements of composition. • Design a checklist for performance evaluation for a partner sequence. Implement this checklist for self and peer appraisal and evaluate its effectiveness. • **(A)** Collect a sample performance appraisal from either the TV or newspapers/magazines relating to an individual sport. Predict what criteria were used by the author in their appraisal? Identify whether the criteria was objective or subjective and comment on its appropriateness. *FEEDBACK - Teacher provides written feedback in accordance with the criteria and assessment guidelines* • Teacher is to gain video footage/digital photography of student performance in relation to particular sequencing and patterns operating. Using the data projector, view and analyse this footage as a class to understand the use of such technology.	Martial Arts instructor www.martialarts.com.au www.martial-way.com www.akf.com.au www.taekwondoaustralia.org.au

• **(A)** Based on a spreadsheet template, students are to analyse the performance of three peers. They are to enter this data onto the spreadsheet. Students are to use a form of technology to enhance their appraisal; e.g. video analysis, digital still photographs, use of the data projector, etc. In their interpretation of this data, each student is to offer feedback on each of their peer's performance demonstrating an appreciation of the aesthetical aspects. Discuss the ethical issues that result from publishing your results to the wider community. *FEEDBACK - Peer and teacher written feedback on positive aspects of the performance and recommendations for areas to improve* **Gymnastics – Artistic** • Instruct students in the current Gymnastics Australia Level 2 floor routine. Develop performance and encourage students to increase the complexity of the movements and activities. • Discuss how the elements of composition can be incorporated into this sequence. *FEEDBACK: Teacher questions students for understanding.* • Experiment with various student driven examples of how each element can be manipulated. • Design a checklist for judging skill execution for a floor routine based on set criteria from Level 2 Floor routine. Implement this checklist for self and peer appraisal and evaluate its effectiveness. • **(A)** Performance of this routine individually or in small groups. *FEEDBACK – Self reflection and peer appraisal based on set criteria from Level 2 Floor routine. Class designed criteria is developed for self reflection/peer feedback to be provided (note: criteria should be designed prior to the commencement of the task). Teacher written feedback is provided to each group on the clarity and consistency of feedback that was provided to peers.* • Choreograph a group floor routine involving 2-4 of your peers. Include variation in the elements of composition, in particular the relationships of each person to the others in the group while utilising the space optimally. Ideas for further skill development include the incorporation of Rhythmic Gymnastic apparatus (ribbons, hoops, balls, ropes and clubs) or strength moves such as holds and balances. • **(A)** Collect a sample performance appraisal from either the TV or newspapers/magazines relating to an individual sport. Predict what criteria were used by the author in their appraisal? Identify and justify whether the criteria was objective or subjective and comment on its appropriateness. *FEEDBACK - Teacher provides written feedback in accordance with the criteria and assessment guidelines*	Australian Gymnastics Womens and Mens Artistic Floor Routines Level 2 www.gymnastics.org.au

• **(A)** Based on a spreadsheet template, students are to analyse the performance of three peers. They are to enter this data onto the spreadsheet. Students are to use a form of technology to enhance their appraisal; e.g. video analysis, digital still photographs, use of the data projector, etc. In their interpretation of this data, each student is to offer feedback on each of their peer's performance demonstrating an appreciation of the aesthetical aspects. Discuss the ethical issues that result from publishing your results to the wider community. *FEEDBACK - Peer and teacher written feedback on positive aspects of the performance and recommendations for areas to improve* . **Gymnastics – Cheerleading and Aerobics** • Develop simple cheerleading/aerobic routines and perform these for the class. Encourage students to increase the complexity of the movements and activities. Ideas include routines based on themes (e.g. sport-based moves, current songs, etc.) • Discuss how the elements of composition can be incorporated into simple sequences. *FEEDBACK: Teacher questions students for understand*ing. • Experiment with various student driven examples of how each element can be manipulated. • **(A)** Performance of these routines individually or in small groups. *FEEDBACK: Self reflection and peer appraisal. Class designed criteria is developed for self reflection/peer feedback to be provided (note: criteria should be designed prior to the commencement of the task). Teacher written feedback is provided to each group on the clarity and consistency of feedback that was provided to peers.* • Choreograph a group cheerleading or aerobic routine involving 2-4 of your peers. Select a theme, music and appropriate skills for the individual needs of your group members. Include variation in the elements of composition, in particular the relationships of each person to the others in the group while utilising the space optimally. • Design a checklist for judging the performance for the cheerleading or aerobic routine. Implement this checklist for self and peer appraisal and evaluate its effectiveness. • **(A)** Collect a sample performance appraisal from either the TV or newspapers/magazines relating to an individual sport. Predict what criteria were used by the author in their appraisal? Identify and justify whether the criteria was objective or subjective and comment on its appropriateness.	Video "Bring It On." Gymnastics Australia Cheerleading Coaches Manual www.gymnastics.org.au www.cheerleadingabout.com

• **(A)** Based on a spreadsheet template, students are to analyse the performance of three groups of their peers. They are to enter this data onto the spreadsheet. Students are to use a form of technology to enhance their appraisal; e.g. video analysis, digital still photographs, use of the data projector, etc. In their interpretation of this data, each student is to offer feedback on each group's performance demonstrating an appreciation of the aesthetical aspects. Discuss the ethical issues that result from publishing your results to the wider community. *FEEDBACK - Peer and teacher written feedback on positive aspects of the performance and recommendations for areas to improve* **Dance** *There are a wide variety of dance styles that can be used for this unit. Examples include; folk, ballroom, jazz, Ceroc, bush/line dance, Latin-American, and street funk.)* • Students participate in learning a variety of choreographed dances. • Develop simple routines and perform these for the class. Encourage students to increase the complexity of the movements and activities. Ideas include routines based on themes (e.g. emotions, song-based, cultural etc.) • Discuss how the elements of composition can be incorporated into simple sequences. *FEEDBACK: Teacher questions students for understand*ing. • Experiment with various student driven examples of how each element can be manipulated. • **(A)** Performance of these routines. *FEEDBACK: Self reflection and peer appraisal. Class designed criteria is developed for self reflection/peer feedback to be provided (note: criteria should be designed prior to the commencement of the task). Teacher written feedback is provided to each group on the clarity and consistency of feedback that was provided to peers.* • Based on the simple routines created earlier, students are to choreograph a group performance involving a small group of their peers. Select a theme, music and appropriate skills for the individual needs of your group members. Include variation in the elements of composition. • Design a checklist for judging the performance for the performance. Implement this checklist for self and peer appraisal and evaluate its effectiveness. • Homework task: **(A)** Review the marking criteria for either the Wakakiri or Rock Eisteddfod. Identify and justify whether the criteria was objective or subjective and comment on its appropriateness.	• Video of Rock Eisteddfod performance (or similar) • www.cerocaustralia.com.au • www.ballroomdancing.com.au • www.dancecentral.com.au

• Collect a sample performance appraisal from either the TV or newspapers/magazines relating to an individual sport. Predict what criteria were used by the author in their appraisal? Identify and justify whether the criteria *FEEDBACK - Teacher provides written feedback in accordance with the criteria and assessment guidelines* • View a Rock Eisteddfod performance tape or a similar event. Using partner-devised criteria analyse several performances and critically evaluate your criteria in relation to that of the official judges. • **(A)** Based on a spreadsheet template, students are to analyse the performance of three groups of their peers. They are to enter this data onto the spreadsheet. Students are to use a form of technology to enhance their appraisal; e.g. video analysis, digital still photographs, use of the data projector, etc. In their interpretation of this data, each student is to offer feedback on each group's performance demonstrating an appreciation of the aesthetical aspects. Discuss the ethical issues that result from publishing your results to the wider community. *FEEDBACK - Peer and teacher written feedback on positive aspects of the performance and recommendations for areas to improve*	