Unit Title:	8.4 Move, Explore, Compose	**Stage/Year:**	Stage 4/Year 8
Strand(s):	Strand 2 Movement Skill and Performance, Strand 4 Lifelong Physical Activity	**Unit length:**	10 lessons

Unit Description:	In this unit students will apply the elements of composition to the movement contexts of dance and / or gymnastics. Students will have the opportunity to plan, perform and evaluate movement sequences in small group activities.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.4 – demonstrates and refines movement skills in a range of contexts and environments. • 4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments. • 4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move.	• performs with control and creativity in rehearsed and improvised movement sequences (4.4, 4.5, 4.14). • performs individual, partner and small group movement sequences that display an understanding of the features and elements of composition (4.4, 4.5, 4.14). • uses movement to communicate themes, ideas and feelings (4.5). • plans a short dance/gymnastics sequence using the elements of composition with or without apparatus (4.4, 4.5, 4.14). • reflects on and evaluates their plan and the performances of their peers, and makes modifications to improve performance (4.4, 4.5, 4.15).
Contributing outcomes	
• 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts. • 4.15 – devises, applies and monitors plans to achieve short-term and long-term goals.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		**Strand 2 - Movement Skill and Performance:** This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. **Strand 4 - Lifelong Physical Activity:** This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual
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				and the community.
Multicultural	✓			

Students learn about:	Students learn to:
• **contexts for specialised movement skills** – dance – gymnastics	• demonstrate movement skills through a range of experiences including: • dance from contexts such as cultural, social, contemporary and current • gymnastics from areas such as general and artistic
• **the features of movement composition** – purpose – responding to stimuli – improvising – planning – sequencing – performing	• participate in a range of movement activities that demonstrate and enhance their ability to: – understand the influence of purpose when composing movement – respond creatively to stimuli, eg music, ideas, player movements – improvise movements to solve problems, eg expressing ideas – communicate or achieve a set purpose using different subject matter, eg music – combine simple movement patterns into logical sequences or phrases • provide and make use of constructive feedback to refine movement performances.
• **the elements of composition** – space – dynamics – rhythm and timing – relationships	• participate in individual and group movement activities which: – demonstrate their ability to use space in different movement contexts – explore force and flow – use self-paced and externally-paced movements to explore rhythm and timing – explore relationships, eg with a partner/group/team member, opposition players, equipment and apparatus, the performance environment • use the elements of composition to create and perform: – dance compositions – gymnastics sequences
• **lifelong physical activities** – individual/group/team – recreational activities – health and fitness	• participate in physical activities with cultural significance, eg Indigenous dance, cultural dance.

– physical activities with cultural significance	

Teaching, learning and assessment activities	Resources
Students are to demonstrate and refine movement skills and explore the features and the elements of composition (space, dynamics, time and rhythm and relationships) through dance and gymnastics. The unit can be structured in an integrated way where gymnastics and dance activities are included in each lesson or they can be discrete lessons separating dance and gymnastics or a combination of the above.	ACHPER *Dance Upper Primary* – (Years 6-8) Book and CD Rom
Dance	
• **Students explore the elements of composition:** Teacher is to explain and prepare a handout with three headings (Movement elements defined, Class Activity, Application of the elements). Definitions of the elements can be found in *Jump into PDHPE* Book 1. As students participate in the following activities they can complete the handout at the end of each lesson. As the following activities are performed the teacher is to highlight the relevant elements of composition.	*Jump into PDHPE* Book 1 Macmillan p 313-319
• **Character cards:** discuss and use character cards which identify a type of walking movement style and explore space and dynamics/energy elements eg busy business person with suitcase, rapper, burglar, firefighter, lifesaver, politician. – The teacher beats a drum or claps a beat students explore the space freely – Teacher uses action words to influence student movements eg travelling actions, falling actions, stopping actions, jumping actions etc – Students adopt a character and use the working space to move freely – When the music stops students freeze in body shapes or attitude of character. – Introduce turns to change direction. – On the 4th beat or a signal add level changes. – Make up three sculptures on the spot of frozen movements for the character. – Perform a simple sequence: Travel in the character along a straight pathway turning sharply. Freeze with character sculpture on the 8th beat or when drum stops. On a drum signal continue as before. Students can teach their sequence to a partner. Combine and perform the two sequences.	ACHPER *Dance Upper Primary* p66-67 Drum, CD Player
	ACHPER *Dance Upper Primary* –

• **Focus Questions:** Which elements of composition were performed this lesson? How did you vary the elements to create better quality movement sequences?	Book and CD Rom
• **Exploring relationships and floor patterns:** Students draw patterns in the air using different parts of the body – Travel around the working space creating different pathways – Teacher calls a shape or a pattern eg square, circle, triangle. Variation use number shapes. – Students create and move along the floor pattern of their shape – Discuss what is a spiral? Students start at the edge of the working space in small group or lines – Students create a spiral by moving with energy – Finish with a shape eg fast, bouncy, slow, jerky, smooth – Reverse the spiral – Add another shape after the spiral and move along the lines of the shape – Add a jump or leap – Perform a simple sequence: In groups of 3-4 draw a floor pattern based on 3 shapes. Students select a beginning and end sculpture for their sequence. Students practice moving along the lines of their shapes. For each new shape vary the timing eg fast and slow. Move along the floor pattern without stopping and change levels. Students can perform in unison starting from the same point or at different points on their floor pattern. Use music or other stimuli to perform the sequence. – Focus Questions: Which elements of composition were performed this lesson? What movement qualities were used for you sequences? What different shapes or pathways were used? Which floor patterns were the easiest to travel? What did you prefer ? Why? How did the end and starting sculpture effect the composition?	ACHPER *Dance Upper Primary* p 82-83
• **Create a dance map** – Use the *Making Dance* resource to explore movement and the elements of composition. Twenty sample visual maps are provided to stimulate movement and choreographic ideas.	*Making Dance* Education Resource Group P/L
• **Explore movement to popular music** – Explore moving and body skills to a specific beat. Move to a 2/4, 4/4 drum beat. Students move with strong foot patterns counting 1, 2 , 3, 4.	ACHPER *Dance Upper Primary* –p 96-97 Book and CD Rom

– To the same beat students travel in a variety of ways eg gallop, slide, jump, skip, hop, turn – To the same beat students move around eg step, turn, skip, jump – Follow me: Students copy simple 16 beat movement sequence from the teacher Beats 1-4 – head movements, 5-8 shake hands, 9-12 move hips, walk 2 steps forward and 2 back or use popular dances eg the bus stop, the maddison, a line dance. – Perform the teacher sequence using a canon movement eg this is like singing in a round, different individuals/groups perform the same sequence but start 2 or 4 beats after the first group. – Students create their own sequence and combine it with the teachers to make a 16 beat sequence. – Teach another student your sequence, add this to make a 32 beat sequence. – Select some music and perform the sequence.	Drum, CD player
• **Explore movement to folk and bush dances** – Students perform a range of folk and bush dances. Students discuss and analyse how the elements of composition are used in each. – Folk dances: eg Heel Toe Polka and Bush dances: eg Strip the willow, Waves of Bondi, Stockyards – **(A)** Paired activity: using the movements from the folk and bush dances create your own sequence of 16 beats and then teach your sequence to another pair. Perform the 32 beat sequence to music. *FEEDBACK: in pairs evaluate and provide feedback on how the the features and the elements of composition were used in the 32 beat sequence*	Folk and bush dance music/routines CD player Bush Wackers Dance Book Book and CD Rom
• **Explore movement to cultural and Aboriginal dances** – Students perform cultural and Aboriginal dances. Students discuss and analyse how the elements of composition are used in each. – Sample lessons for cultural and Aboriginal dances are provided in the (ACHPER *Dance Upper Primary* p 131-163). – Aboriginal dances explore themes around; gathering and tracking, gathering and hunting, the dreaming story and the dance treaty dance p 161-163. – Cultural dances incluse the themes from Africa – the hunters warriors dance, the Philippines – the pukol, Western Samoa – The Sa Sa p 131-153.	ACHPER *Dance Upper Primary* – Book and CD Rom p 131-163

– **(A)** Paired activity – using the movements from the cultural and Aboriginal dances create your own sequence of 16 beats and then teach your sequence to another pair. Perform the 32 beat sequence to music or other stimuli. *FEEDBACK: in pairs evaluate and provide feedback on how the features and the elements of composition were used in the 16 beat sequence.* **Gymnastics** • **Students explore the elements of composition:** Teacher is to explain and prepare a handout with three headings (Movement elements defined, Class Activity/Skills, Application of the elements). Definitions of the elements can be found in *Jump into PDHPE* Book 1. As students participate in the following activities they can complete the handout at the end of each lesson. As the following activities are performed the teacher is to highlight the relevant elements of composition. • **Circuit activity:** The teacher designs gymnastics circuits to develop skills in; landing, locomotion, springing, rotation, swinging, statics and rhythmic gymnastics. Sample lesson plans and circuits are provided in the ACHPER *Gymnastics for Upper Primary and lower Secondary* resource. Year 7-8 students should be at level 6-7 in this resource. However lower ability students may need to be given a lower level of learning activities to meet their needs. Other ideas are also outlined in the Gym Fun section of the *Lesson Plans for Sports Leaders* – Australian Sports Commission resource. – Small groups: students rotate and participate in a range of gymnastics activities to develop gym skills and better understand how the elements of composition are used in each. – Create an individual sequence including two locomotor skills, two balances and two rolls. – Paired activity – using the skills and movements from the gym circuits create your own sequence and then teach your sequence to another pair. Perform the sequence. – Group activity - Combine two pairs to create a group of four and combine both sequences to create a more – Peer evaluation of sequence to ensure elements of composition have been included. Apply evaluation to improve performance.	ACHPER *Gymnastics for Upper Primary and lower Secondary* *Jump into PDHPE* Book 1 Definitions of elements p 313-319 Peer gymnastics assessment handout *Lesson Plans for Sports Leaders* – Australian Sports Commission. Gym Fun

(A) Plan and perform a movement sequence: In small groups plan and perform a movement sequence to music or with some from of stimulus. The movement sequence must include the features and the elements of composition and incorporate both gymnastics and/or dance skills. Video the performances and complete a peer evaluation for feedback purposes. Peers and teachers will provide feedback based on the assessment criteria provided. *FEEDBACK – teacher and peers provide written feedback based upon assessment criteria/guidelines.*	Peer evaluation handout for movement sequence