

Unit topic: Fight or Flight! Movement composition #2 (MC2)

Duration: 3 cycles

Unit question: **By choosing the right movements and picking the correct setting I will be able to tell a Story without using words!**

(Will my English teacher recognize the chapter that I am performing from “touching spirit bear?”)

Assessment: Criterion Bii. **Describe** the effectiveness of a plan based on the outcome

Criterion Cii. **Recall** and **apply** a range of strategies and movement concepts

Criterion Di: **Identify** and **demonstrate** strategies to enhance interpersonal skills

Students are expected to be able to compose a gymnastics based performance

Assessment: Compose and perform gymnastics sequence. The following are minimal requirements.

Requirements for the design of the Movement Composition			
	Clear beginning and clear finish (pose for 3 seconds)		Include partner acrobatics
	Does my English teacher recognize the chapter that I am performing?		Include 2 different balances. - 1 point - 2 point (other than handstand) - 3 point
	Pathways, direction, level and speed must vary throughout the composition		Include 3 different types of jumps.
	Use <u>Space</u> : - Body design in space - Level, high – middle – low - Direction - Pathway, curved - straight		Include floor work elements: - Rolling - Handstand - Headstand - Cartwheel
	Use of <u>Force</u> : - Flow		Include another gymnastics move other than the ones described above
	Use <u>Time</u> : - Tempo, fast – slow - Rhythm		Include dance moves 4x8
	Variety of original movements		Movements need to be linked aesthetically, transitions are smooth
	Should be showcased and clearly performed in front of an audience		Hand in a detailed map of the composition (Draw a map + explanation key of the sequence. You can create a special plan or you can use the plan on the “Planning for performance hand out)

Achievement level	Level descriptor
IE	Student did not hand in any work. Insufficient information given to be graded
0	The student does not reach a standard described by any of the descriptors below
1-2	States the effectiveness of a plan. Simply sharing the plan but no further information given about the performance. (Only the plan was handed in there was no evidence of performance)
3-4	States the effectiveness of a plan based on the outcome . Simply sharing the plan but no further information given about how this plan has helped the improvement of the performance.
5-6	Identifies the effectiveness of a plan based on the outcome . Briefly sharing the effectiveness of the plan, uses multiple examples of how this plan had an impact on the performance
7-8	Describes the effectiveness of a plan based on the outcome . Information about the usefulness of the plan is shared in-depth. Multitude of examples given of how this plan had a positive impact on the performance.

Investigate

Grade:.....

2.....

Theme/Story line:.....

[illegible]

Music

Title:

Artist:

Connection:

.....

.....

.....

.....

.....

.....

Notation Schedule:

Music in words

(by listening to this music the following words jump to
mind.... Not the lyrics of the song please)

Music in beats

Outfit:

My outfit:

Rational (why this outfit?):

.....

.....

.....

My partners outfit:

Rational (why this outfit?):

.....

.....

.....

Strengths and challenges of group members:

name	Strengths	Challenges

Design

Equipment needed:

.....

.....

Use of SPACE:



Story board: 14x8

1. Formation	Direction	Steps
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Story:

2. Formation

Direction

Steps

Story:

3. Formation

Direction

Steps

Story:

4. Formation

Direction

Steps

Story:

5. Formation	Direction	Steps
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Story:

6. Formation	Direction	Steps
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Story:

7. Formation	Direction	Steps
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Story:

8. Formation

Direction

Steps

Story:

9. Formation

Direction

Steps

Story:

10. Formation

Direction

Steps

Story:

11. Formation

Direction

Steps

Story:

12. Formation

Direction

Steps

Story:

13. Formation

Direction

Steps

Story:

14. Formation

Direction

Steps

Story:

15. Formation

Direction

Steps

Story:

16. Formation

Direction

Steps

Story:

Plan

Target 1: Date:.....

Target 2: Date:.....

Target 3: Date:.....

Target 4: Date:.....

Target 5: Date:.....

Target 6: Date:.....

Target 7: Date:.....

Target 8: Date:.....

Create / Perform

Target 9: Date:.....

Target 10: Date:.....

Was your performance “Touching Spirit Bear” a success? Yes / No Why?

(Did your English teacher recognize the chapter you performed from “touching spirit bear?”)

Yes / No

What went well?

-
-
-

Why do you think this went well?

What were the challenges?

-
-
-

Why did you encounter these challenges and how did you deal with them?

What would you like to do different next time?

I believe I should achieve level; 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 (circle) for the effectiveness of planning for this performance.

Because:

Criterion C: Applying and performing -----based on the “touching spirit bear” video-----

ii. Recall and apply a range of strategies and movement concepts

Level of achievement	Level descriptor
IE	Student did not perform. Insufficient information given to be graded
0	The student does not reach a standard described by any of the descriptors below
1-2	Recalls some movement concepts
3-4	Recalls movement concepts
5-6	Recalls and applies movement concepts
7-8	Recalls and applies a range of movement concepts

Applying and performing “Touching Spirit Bear” Movement concept: SELFFT	Always	Often	Occasionally	Almost never	Never
Space					
Uses space on “stage” effectively (performance space)					
Uses different floor patterns (straight, circular, zigzag, spiral etc.)					
Energy					
Dynamics, different intensities and accents.					
High degree of energy while performing					
Is having fun while performing					
Level					
Uses different levels (low medium high)					
Force					
Gives a sense of lightness or heaviness					
Shows control and precision					

Flow

Mind and body working together effortlessly.
(It looks easy)

Time

Moves on the beat of the music

Moves synchronized (partner or group)

Floor work Technique

Keeps chin on chest when rolling

Keeps elbows locked when supporting on
hands

Shows length when performing a cartwheel -
handstand

Has upper body strength

Has core stability

Jumping Technique

Uses proper takeoff

Uses a dynamic takeoff

Is able to control the shape in the air

Has aerial awareness

Controls the landing

Partner work

Spots partner in a safe manner

Moves synchronized

Achievement Level	Level descriptor
IE	Student did not hand in any work. Insufficient information given to be graded
0	The student does not reach a standard described by any of the descriptors below
1-2	States a strategy to enhance interpersonal skills
3-4	Lists strategies to enhance interpersonal skills
5-6	Identifies strategies to enhance interpersonal skills
7-8	Identifies and demonstrates strategies to enhance interpersonal skills

1. To improve partner work **you** should focus on the following skill(s):

- *example*
This could be best practiced by: *Listen when your partner makes suggestions*
Allowing your partner to finish their sentence.
-
This could be best practiced by:
-
This could be best practiced by:
-
This could be best practiced by:

2. I should try to improve the following skills in order to be the best possible partner someone could work with:

-

This could be best practiced by:

-

This could be best practiced by:

-

This could be best practiced by:

3. My goal for future partner work is to:

Feedback to teacher: (Not graded!!!!) Please finish the following sentences:

The best thing about this unit was:

This unit could be even better if:

Parent signature:

Date:

Parent comment: