

A

Appendix B: Movement Sequence Feedback Sheet

WHAT DID YOU SEE? (please put your checkmark in ONE box on the right)

Frozen (Static) Positions	YES	NO
Were there <i>six</i> frozen (static) positions (different levels, shapes, number of contact points)?	✓	
Movement (Locomotion/Transition) Did they use <i>five</i> different ways of moving? (pathways, directions, levels)?	✓	
Safety Does the group move safely (aware of others)?	✓	

USE THE CHART TO HELP ANSWER THESE QUESTIONS:

1. What parts of the movement sequence worked well?

The parts that worked well were the parts that were frozen like when they were frozen in a line

2. What could the group do to make their movement sequence better?

I would say try to stay together more and don't stop and look at each other

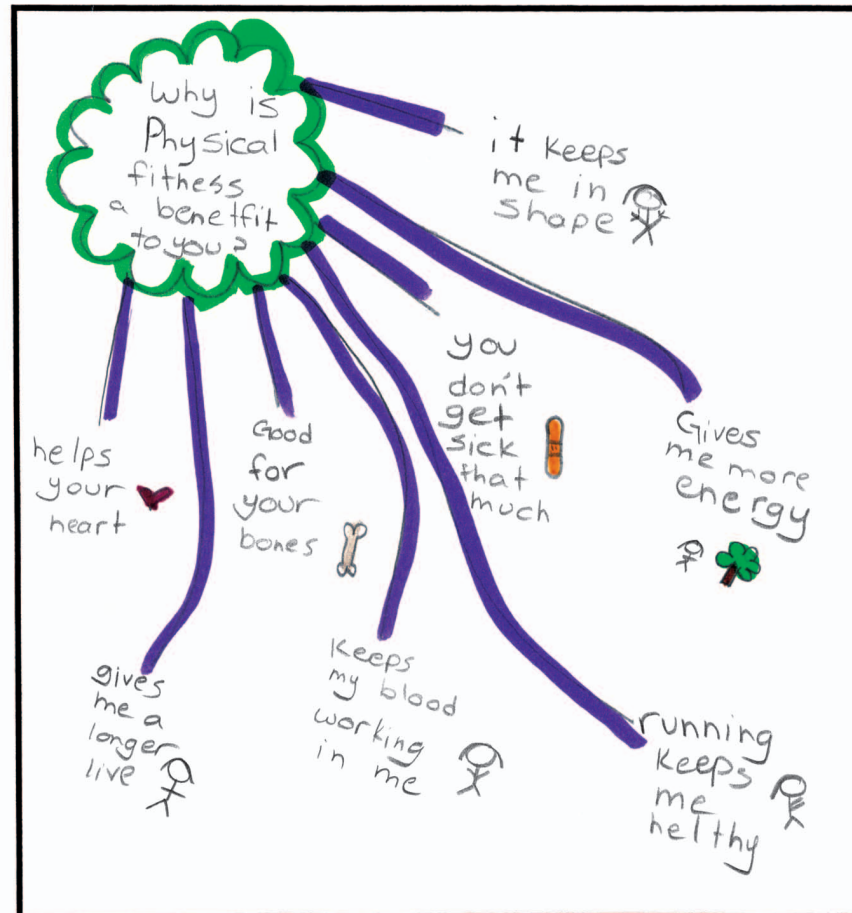
3. What ideas do you have to help the group prepare for their audition?

I would stay together more know what you are doing and don't stop and look at each other

B

Appendix D: Student Reflection

Use words and/or pictures to show the benefits of physical activity to you.



Teacher’s Notes

Understanding of Concepts

- The student shows considerable understanding of the importance of being physically active. In her reflection piece, she highlights the effects of physical activity on the body (e.g., [P] “running keeps me healthy”, “helps your heart”, “Good for your bones”). The student’s use of a graphic organizer clearly indicates her knowledge of various benefits of physical activity.

Movement Skills

- The student performs the required skills of holding static positions, making transitions, and moving in a variety of ways with considerable proficiency. The student’s movement sequence has a clear beginning, demonstrating a balance position (e.g., [V] kneeling static position). Her static positions use a variety of levels and contact points (e.g., [V] squat with one knee, extended X position and arch formation with a partner’s hand). The student also performs a variety of movements (e.g., [V] backward crab walk, fluid arm movements with leg kick).

Active Participation

- The student shows considerable awareness of safety procedures. She moves safely, even during an unusual manoeuvre (i.e., [V] criss-cross crab walk), showing spatial awareness.

Communication

- The student provides written feedback to help and encourage others with considerable clarity. She provides constructive feedback regarding another group’s movement sequence, stating what was done well (i.e., [P] “The Parts that worked well were the Parts that were frozen like when they were frozen in a line”) and where improvement could be made (i.e., [P] “I would say try to stay together [together] more and don’t stop and look at each other”). However, she does not provide specific suggestions for reducing repetition of positions and movements.

Comments

The student performs a movement sequence that has a clear beginning and ending and includes a variety of balances in different positions with different body parts. Her use of a ribbon emphasizes her fluidity as she moves in different directions and at different levels with good spatial awareness. On her feedback sheet, she offers positive suggestions for improvement. Her written reflection demonstrates her understanding of the importance of physical activity.

Next Steps

In order to improve her performance, the student needs to:

- suggest specific movements and static positions to help the group reduce repetition, when offering feedback;
- refer to a dictionary to eliminate errors in written responses.