

Preshil, The Margaret Lyttle Memorial School

# Physical and Health Education

Due Date: Friday 11<sup>th</sup> May 2018

**Unit:** Parkour

**Key Concept:** Change

**Related Concepts:** Adaptation, Environment

**Global Concept:** Scientific and Technical Innovation

**Statement of Inquiry:** Adaptations may be required to interact with a changing environment.

Year 3 - Assessment Criterion C: Applying and Performing



**Goal:** To successfully complete a parkour run video on the school grounds. The video will show you adapting movements and landings to overcome various obstacles throughout your run.

**Role:** You are an amateur Parkour / Free Running competitor and want to enter the first round of the Red Bull Art of Motion Free Running Competition

**Aim:** To submit a 15-20 second video to the “judges” (aka your teacher) for the Art of Motion competition. Refer to Judges Criteria. All runs must be recorded at school to keep the competition field even.

**Process:**

**REMEMBER!!** *Safety first! Don't attempt any jumps or moves you are not confident with. If you're unsure, please don't hesitate to ask your teacher.*

- ☐ Plan your run on paper or laptop BEFORE you attempt it
- ☐ See attached feedback sheet and judges criteria: check you have covered everything
- ☐ Practice it several times before you video
- ☐ Video may be edited – this will not be assessed
- ☐ You may have music in the background if you wish
- ☐ Have someone help you record your run
- ☐ Submit to compass along with self-assessment sheet completed

## “Judges” Criteria:

Judges will not be on the look-out for the highest drop or the craziest move. They will search through all the participants and pick those with a clean style and efficient landings. They will want to see combinations of moves that are well put together and executed as good as possible. The editing skills on the videos will not be judged, the Judges they are only interested in your freerunning skills!

- ✓ Creativity: Use your body and your surroundings in a creative way.
- ✓ Difficulty: Make the moves that stand out and make the judges jaws drop.
- ✓ Flow: Combinations, nicely planned lines and continuous movement.
- ✓ Execution: Show that you have control of your movements. Safe and clean landings are very important to the judges.
- ✓ Overall Performance: Make sure that all the above provide a great spectacle overall!



# IPARKOUR ASSESSMENT

## FLOW AND FLUENCY

DOES IT FLOW OR IS IT DISRUPTED?



## CONSISTENCY

REPEATEDLY PERFORMING WITH ACCURACY?



## STRENGTH/STAMINA

STIFF, STRONG BODY PARTS?



## BALANCE AND QUALITY

SAFE, HELD FOR 3 SECONDS, NO SHAKING?



## LEVELS/HEIGHT

HAVE THEY ADDED CHANGE IN HEIGHT TO SEQUENCE?



## SPEED OF PERFORMANCE

TOO FAST, TOO SLOW?



## LINKING ACTIONS

GOOD RANGE OF ROLLS + JUMPS GOING INTO AND OUT OF BALANCES?



## LEVEL OF CHALLENGE

HAVE THEY MADE/USED HARDER ACTIONS? HOW?



# FEEDBACK

## MAJOR IMPROVEMENT

**Physical and Health Education MYP 3**  
**Criterion C: Applying and performing**

At the end of year 3, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively.

Achievement level descriptor	Task Specific Clarification
The student does not reach a standard described by any of the descriptors below.	
<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>recalls</b> and <b>applies</b> skills and techniques with <b>limited success</b></li> <li>ii. <b>recalls</b> and <b>applies</b> strategies and movement concepts with <b>limited success</b></li> <li>iii. <b>recalls</b> and <b>applies</b> information to perform.</li> </ul>	<p style="text-align: center;"><b>See attached Assessment and Feedback Sheet and also Judges Criteria</b></p>
<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques with limited success</li> <li>ii. <b>demonstrates</b> and applies <b>strategies</b> and movement concepts <b>with limited success</b></li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ul>	
<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform <b>effectively.</b></li> </ul>	
<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>outlines</b> and <b>applies</b> information to perform <b>effectively.</b></li> </ul>	

**Notes for criterion C**

1. Criterion C must be assessed in **performance/playing situations**.
2. A student's ability to recall and apply **skills and techniques** effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
3. A student's ability to recall and apply **strategies and movement concepts** effectively could include: the use of space, force and flow of movement and adaptation to various situations.
4. A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
5. Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.