

Subject group and discipline:	Physical and health education	Unit duration:	about 20 hours
Unit title:	Aesthetic development through physical activity		

Global context and specific exploration:	Personal and cultural expression: artistry, craft, creation, beauty
Key concept:	Change
Related concept:	Refinement
Statement of inquiry:	Improvement of skills in performance leads to enhanced aesthetic understanding
Inquiry questions such as these should be developed by teachers and students:	
Factual:	What are aesthetics? Which components of health-related fitness contribute to an aesthetic performance?
Conceptual:	What is aesthetic appreciation in sport and health-related activity? How does awareness of one's body and knowledge of how to control it provide experiences that build confidence, coordination and control of the whole self?
Debatable:	Who determines if a performance is visually appealing?

Summative assessment	
Objectives:	All strands of all objectives (A, B, C and D)
The student produces an ePortfolio which provides evidence of a unit where they act as both a coach (to another student) and a client (in response to another student coach).	
Under the supervision of the teacher the student will:	
<ul style="list-style-type: none"> as client, working with their coach, select, creatively develop and refine a variety of movements or skills to enhance their performance. as coach, support their client in the selection, development and refinement of a variety of movements or skills to enhance their performance. 	
Summative assessment tasks:	Relationship between summative assessment tasks and statement of inquiry, including assessment criteria:
Task 1 – Initial observation and analysis (as coach): Analysis of the outcome of the: <ul style="list-style-type: none"> interview with assigned client based on observation of current ability in their (client) self-selected activity 	The analysis of the initial observations will demonstrate the student's ability to: <ul style="list-style-type: none"> explain current strengths, weakness and areas for development (Ai) using appropriate physical and health terminology (Aiii).

<p>Task 2 – Performance development plan (as coach):</p> <p>Develop in consultation with client:</p> <ul style="list-style-type: none"> • challenging but obtainable goals • a structured action plan based on the needs shown from the analysis in task 1 including the opportunity for interim progress analysis • feedback to client and modify goals in agreement with client, as necessary. 	<p>The performance development plan will demonstrate the student’s ability to:</p> <ul style="list-style-type: none"> • create and justify goals that include at least one meaningful physical goal and at least one meaningful health goal (Bi) • plan and present progression for the client’s improvement over the course of the unit (Bi) • analyse and evaluate progress and modify interim and/or end-point goals (Bii) and adapt client’s action plan appropriately based on client’s feedback (Aii).
<p>Task 3 – Performance (as client)</p> <p>Demonstrate, based on the coach’s performance development plan progress in:</p> <ul style="list-style-type: none"> • skill and technique development • application of strategies and movement concepts • processing of information to perform effectively. 	<p>The video evidence must demonstrate the student (as client) based on the coach’s performance development plan, evidence (Ci, Cii and Ciii holistically):</p> <ul style="list-style-type: none"> • the starting point • progression of skill and technique development at an interim stage • in one continuous video recording of the performance at the end of unit showing application of strategies, movement concepts and the processing of information.
<p>Task 4 – Final evaluation and reflection (as coach and client):</p> <p>Analyse and evaluate:</p> <ul style="list-style-type: none"> • effectiveness of performance development plan based on the stated physical goal(s) and health goal(s) set in task 2 • final performance • interpersonal skills. 	<p>The final evaluation and reflection will present evidence of:</p> <ul style="list-style-type: none"> • evaluating the effectiveness of the performance development plan and the stated physical goal(s) and health goal(s) set in task 2, based on own experience and the client’s feedback throughout the unit (Dii) • analysing the final performance as client based on own experience and coach’s feedback throughout the unit including the stated physical and health goal(s) (Diii) • the evaluation of interpersonal skills, explaining the strategies used to enhance the working relationship from the perspective of both the client and the coach (Di).

Resources:

The following resources are suggestions only. They may be used during the teaching of the unit.

Teacher background information

Aesthetics in sport: <https://prezi.com/ykadjhppe83c/aesthetics-in-sport/>

General use

13 physical activities (which are generally language neutral): https://www.youtube.com/watch?v=Zzzlu-jnt8g&list=PLzF_WpONOpScBiepMJpBDUz62fVPrw896#action=share

Factual overview linking the benefits of physical activity to health: http://www.bbc.co.uk/schools/gcsebitesize/pe/exercise/0_exercise_health_rev1.shtml

Health components related to different physical activities: <https://www.youtube.com/watch?v=SVJqwoxq0RMb->

Factual overview in relation to sport (has potential as intro): <https://www.youtube.com/watch?v=tP8IDY9XrRo>

Short written article referencing aesthetics in sport: <https://rachelsthoughtsonsports.wordpress.com/2012/11/05/aesthetics-in-sports/>

The importance of a healthy diet in sport: <https://www.youtube.com/watch?v=7Mz4OPUY6Xw>

The mechanics of movement – the Fosbury Flop: <https://ed.ted.com/lessons/an-athlete-uses-physics-to-shatter-world-records-asaf-bar-yosef>

Jonathan Edwards' triple jump, including slow motion footage: https://www.youtube.com/watch?v=M1GAX_7hXv0

Loughborough University produced film showing slow motion of body use in a variety of sports: <https://vimeo.com/6638157>

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