

## Standard Information

AS92016	v.3	Apply movement strategies in an applied setting.	Int.	L. 1	5 c
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## Achievement Criteria

What are the achievement requirements for this standard? (See Explanatory Notes for more info.)

Achievement	Merit	Excellence
Apply movement strategies in an applied setting.	Sustain movement strategies in an applied setting.	Execute movement strategies in an applied setting.
<b>This involves:</b>	<b>This involves:</b>	<b>This involves:</b>
<b>APPLY</b> means...	<b>SUSTAIN</b> means...	<b>EXECUTE</b> means...
An <b>APPLIED SETTING</b> means...		

## Key Considerations

Are there any other aspects to consider prior to delivering this standard?

Essential Info	Notes
 <p>Conditions of Assessment</p>	
 <p>Unpacking the Standard <small>@ncea.education.govt.nz</small></p>	
 <p>Moderation Reports</p>	
 <p>Standard Exemplars</p>	
 <p>Other Information</p>	

## Achievement Criteria

What are the achievement requirements for this standard? (See Explanatory Notes for more info.)

<b>KU</b> Knowledge / Understanding	<b>E</b> Experiences	<b>S</b> Skills
<p><b>What do students need to know or understand?</b> e.g. leadership principles, summation of forces, etc...</p> <p>For example, student need to <b>know</b> about:</p> <p><b>Movement Strategies</b></p> <ul style="list-style-type: none"> <li>What is a movement strategy?</li> <li>What are the characteristics of a chosen movement strategy?</li> <li>What are the rules or conditions for applying a movement strategy?</li> </ul> <p><b>Movement Contexts &amp; Applied Settings</b></p> <ul style="list-style-type: none"> <li>What is an applied settings for a movement context?</li> <li>Which setting and context will they be assessed in?</li> <li>What are the rules or conditions related to the applied setting?</li> </ul> <p>For example, student may need to <b>understand</b>:</p> <ul style="list-style-type: none"> <li>That there can be a range of movement strategies in a given context.</li> <li>How to identify (with assistance) a selected movement strategy that is performed in an applied setting.</li> <li>How to improve performance of movement strategies over time.</li> <li>What it means to be 'consistent' as well as 'intent' and 'accuracy'.</li> <li>Key terms of such as 'ihi', 'wehi', 'wana' (and how these are measured).</li> <li>How to develop knowledge about movement strategies and contexts.</li> <li>How to demonstrate and dissect movement strategies.</li> <li>Quality movement and what it looks like. For example, coordination, fluidity, anticipating and responding to environmental cues, spatial awareness, etc...</li> <li>How to collect evidence of their ability to 'apply' movement strategies.</li> </ul>	<p><b>What learning experiences can help students understand what they need to know and do?</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>A teaching and learning programme focused on a given movement context;</li> <li>A diagnostic or 'exploration' activity to help students determine their baseline in relation to given movement strategies;</li> <li>Unpacking movement strategies and demonstrating them in order to support students being able to select appropriate strategies for the movement context.</li> </ul>	<p><b>What do students need to be able to do?</b> e.g. apply, demonstrate, etc...</p> <p>For example, student may need to develop <b>skills</b>:</p> <ul style="list-style-type: none"> <li>Related to the performance or application of a movement strategy.</li> <li>In a wide range of movement strategies.</li> <li>In observation, recording and giving feedback.</li> <li>In recognising and identifying characteristics demonstrated in a movement strategy.</li> <li>To articulate (talk, write, etc...) about their selected movement strategies (i.e. communication or presentation skills)</li> <li>To be responsive to external cues.</li> </ul>
	<p><b>IN MOVEMENT</b></p> <p>This could look like:</p> <ul style="list-style-type: none"> <li>Experiencing movement strategies in a wide range of movement contexts;</li> <li>Providing time to learn, practice and refine movement strategies;</li> <li>Opportunities to observe others live or on video.</li> </ul>	
	<p><b>THROUGH MOVEMENT</b></p> <p>This could look like:</p> <ul style="list-style-type: none"> <li>The development of tactical knowledge and strategies.</li> <li>A focus on capability development. For example, developing communication skill or skill related to manaakitanga to support others in the demonstration of movement strategies;</li> <li>Understanding how to provide feedback and feed forward.</li> </ul>	
	<p><b>ABOUT MOVEMENT</b></p> <p>This could look like:</p> <ul style="list-style-type: none"> <li>Exploring other PE knowledge (e.g. skill acquisition, bio mechanics, etc...) required when learning about, or to undertake, movement strategies;</li> <li>Integrating mātauranga Māori knowledge into the learning experience. For example, unpacking the cultural knowledge/significance related to the environments of specific movement contexts.</li> <li>Exploring opportunities to use technology to augment modes of assessment, such as recording experiences or editing footage to demonstrate understanding.</li> </ul>	

## Modes of Assessment

What mode(s) of assessment will be used to gather evidence for this standard?

<b>Diagnostic:</b> Assessment for Learning Identify any pre-existing KUES, misconceptions, gaps or areas of focus.	<b>Formative:</b> Assessment as Learning Providing feedback and checking understanding in the teaching & learning process.	<b>Summative:</b> Assessment of Learning When ready for assessment what will evidence of achievement look like?
<p>For example:</p> <ul style="list-style-type: none"> <li>Pre testing, skill or capability testing, movement screening, self or peer assessment, entry/exit tickets, tactical awareness diagnostic, video feedback analysis, scenario based problem solving or analysis, etc...</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Modified activities to focus on specific strategies, peer observation and feedback, "what if" scenarios, strategy application drills, group discussions, individual or group reflections, live coaching, "freeze play" moments, strategy cards, think/pair/share, interviews, sketchbooks, etc...</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Portfolio of performance, full game/activity performance, video analysis tasks, oral presentation, written reports, verbal reflections, rubric based evaluation, mixture of modes, etc...</li> </ul>