



**Year 7**

**Term 3, 2018**

**Collaborating in**

**Gymnastics**



**Welcome to Term 3!**

This term you are going to learn various aspects of movement and gymnastics trying to answer the statement of inquiry:

Working together can develop movement that effectively adapts to the space available.

During our lessons we will explore and challenge you with movement and try and get you to think about what movement you enjoy doing.

**At the end of 10 lessons you will perform a routine for the class.**

**Assessments**

**Planning & Reflection**

**Criterion B:**

You will select some goals to help you to improve for your performance and then plan to achieve these goals.  At the end of the unit you will describe how effective your plan was.

**Criterion D:**

You will select some strategies to enable you to collaborate effectively with your partner(s). At the end of this unit you will describe how effective you were as a group member.

**Performance**

**Criterion C:**

You will perform a gymnastics routine in groups of 2 or 3. Your performance will be 45sec – 1min long and will include at least 1 move from the areas of balance, rotation, spring/landing/locomotion, and strength and power movement.

**You can see more detail about these criteria in the back of the booklet.**

The following pages are laid out to assist you with the creation of your sequence, setting your goals and provide the reflective questions you will answer at the end of the unit.

Crit C Performance Guidelines:

* You can work in 2s or 3s
* The performance must be between 45 sec and 1 minute long.
* The performance must have **at least** 1 movement from 3 of the 4 areas below:
	+ - Balance
		- Rotation
		- Spring/Landing/Locomotion
		- Strength and Power
* You may choose to repeat moves as needed to ensure your time is suitable.
* Your performance will be marked out of a total of 8. This will depend on how difficult the moves are that you perform and how good your control of the movements is.

You need to choose and practise the movements for your routine from the table below. **Remember that you must choose at least 1 movement from 3 of the 4 areas.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Basic Skills** | **Intermediate Skills** | **Hardcore Skills** |
| **Balance**: **aim to hold for 3+ seconds.** | Front support Back support Y-Scale (knee)Sitting toe touchLazy toe touchSupermanDish support Halfway handstandBroken CandlestickPartner counter-balance moves | Standing toe touchCandlestickSideways stretchShoulder standSupported V Sit Side supportSupported handstandArabesque2 handed frog balanceAnkle holdToe pointerPeg Leg | HandstandHandstand straddleBridgeHandstand to bridgeStanding to bridge or bridge to standingUnsupported V Sit SplitsY-Scale (full) |
| **Rotation** | Log rollJump and rotateForward roll with wedge supportBackwards roll with wedge supportCartwheel with bench support | Forwards rollCartwheel-]----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------Backwards roll Teddybear rollDive roll (on fat mat)Dive roll through hoop or over an object (on fat mat) | Backwards roll to straddleBackwards roll to handstandDive roll Dive roll through a hoop or over an objectCartwheel (on or over bench)Handstand forward rollWalkoverForward roll to straddleOne-handed cartwheelSomersault |
| **Spring/ Landing/ Locomotion** | Knees to press up fallJump bench to floor with rotation, tuck jump, straddleChasseHitchkickSissoneJump with rotations | Feet to press-up fallStride leapFoutteTourjeteBackwards dropJump / controlled fall to floor (no bench) | Handspring (*permission required*)Round-off (*permission required*) |
| **Strength/ Power exercises** | Press-up (on knees) 3+Press-up (on feet) 1+Sit up 1+Squat jumpTricep dips 3+Pike jump (off bench) | Press-ups (on feet) 3+Tricep dips 5+Diamond press-ups 3+Pike jump (no bench)Sit ups 3+ | Press-ups (on feet) 5+Clapping press-ups 3+Diamond press-ups 5+One-handed press upsHandstand press-upSit ups 5+ |

 Goal Setting Crit B Strand 1

|  |
| --- |
| My group goal is to plan and execute an effective gymnastics routine with my partner(s) |

1. Tick the level you want to achieve based on the performance indicators below

|  |  |
| --- | --- |
| **✓** | **Indicators** |
|  | You:* demonstrate little competence in the basic skills and techniques
* show little awareness of movement concepts by using space effectively
* perform a routine with little precision, synchronisation or energy
* omit to include at least one movement from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* perform a routine of less than 45 seconds
 |
|  | You:* demonstrate some competence in the basic skills and techniques but has difficulty in applying them
* show some awareness of movement concepts by using space effectively
* perform a routine with some precision, synchronisation or energy
* include at least one movement from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* perform a routine of less than 45 seconds
 |
|  | You:* demonstrate basic skills and some competence in the intermediate and/or hardcore skills and techniques
* show awareness of movement concepts by using space effectively
* perform a routine with precision, synchronisation or energy most of the time
* include a range of movements from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* perform a routine of 45 seconds or longer
 |
|  | You:* demonstrate high level of competence in the intermediate and hardcore skills and techniques
* apply movement concepts by using space in a highly effective manner
* perform a routine with a high degree of precision, synchronisation, energy, style and flair
* include a diverse range of movements from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* perform a routine of 45 seconds or longer
 |

1. To achieve the achievement level I have chosen, I will follow three strategies from the list below (tick / highlight / circle at least 3 of the below):

|  |
| --- |
| * Watch some YouTube tutorial videos
* Practice at home
* Ask for feedback
* Record which moves I am capable of doing and share these with my partner
* Check that I am including at least one from 3 of the 4 movement areas
* Practice our routine in full to get our timing right
* Make sure I have a change of direction, level and speed within the routine
* Learn my routine off by heart
 |

|  |
| --- |
| My personal goal is to collaborate effectively with my partner(s) |

Crit D

**To achieve this I will (highlight/circle at least 3 of the below):**

* Actively listen when my partner is speaking (*look at the person speaking, acknowledge what they are saying, make sure I am not distracted*)
* Share ideas to improve our performance
* Communicate with my partner to make sure we are in time with one another
* Make sure I am always on task and focused
* Ensure I contribute actively to the planning and do my equal share



**Planning your routine**

You need to decide what it is you can do and how well you can do it. Use the box below to highlight / circle what you can do, and use a different colour for your partner(s).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Basic Skills** | **Intermediate Skills** | **Hardcore Skills** |
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**Not everyone in your group has to perform the same moves at the same time and you can repeat movements**. Remember to look at the performance guidelines.

 **Put it all together – Get creative!** Crit B Strand 2

**Use this table to draft a 45sec – 1min routine, which explains the movements you (and your group) will use, and the order they will work in. Illustrate your plan using the map on the following page.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Movement 1**Me:Partner 1:Partner 2: | **Movement 2**Me:Partner 1:Partner 2: | **Movement 3**Me:Partner 1:Partner 2: | **Movement 4**Me:Partner 1:Partner 2: | **Movement 5**Me:Partner 1:Partner 2: |
| **Movement 6**Me:Partner 1:Partner 2: | **Movement 7**Me:Partner 1:Partner 2: | **Movement 8**Me:Partner 1:Partner 2: | **Movement 9**Me:Partner 1:Partner 2: | **Movement 10**Me:Partner 1:Partner 2: |
| **Movement 11**Me:Partner 1:Partner 2: | **Movement 12**Me:Partner 1:Partner 2: | **Movement 13**Me:Partner 1:Partner 2: | **Movement 14**Me:Partner 1:Partner 2: | **Movement 15**Me:Partner 1:Partner 2: |

**Map out your floor plan!**

**(YOUR INDIVIDUAL MOVEMENT SEQUENCE)**

**Use this page to map out your routine: where you will start (including the move), the direction you will travel, each move you will use along the way, the time you hold balance movements for, how you change levels, where and how you will finish, total time of routine. Remember to use a variety of movements, height and space.**

|  |
| --- |
| **TOTAL ROUTINE TIME: \_\_\_\_\_\_\_\_\_\_\_\_**  |

**Map out your floor plan!**

**(YOUR GROUP’S MOVEMENT SEQUENCE)**

**Use this page to map out your routine. Where you will start (including the move), the direction you will travel, each move you will use along the way, the time you hold balance movements for, how you change levels, where and how you will finish, total time of routine. Remember to use a variety of movements, height and space.**

|  |
| --- |
| **TOTAL ROUTINE TIME: \_\_\_\_\_\_\_\_\_\_\_\_**  |

**Criterion B: Planning for Performance**

1. construct and outline a plan for improving health or physical activity
2. describe the effectiveness of a plan based on the outcome.

|  |  |
| --- | --- |
| **Level descriptor**  | **Indicators** |
| The student does not reach a standard described by any of the descriptors below.  |
| The student: * **states** a goal to enhance performance
* **states** a plan for improving physical activity and health.
 | The student:* **states** a goal to enhance gymnastic performance
* Creates a gymnastic floor plan that has limited detail (pg 8 & 10)
 |
| The student: * **defines** a goal to enhance performance
* **outlines a basic** plan for improving physical activity and health.
 |  * **Defines** a goal to enhance gymnastic performance
* Provides a basic gymnastic floor plan (pg 8 & 10)
 |
| The student: * **lists** goals to enhance performance
* **outlines** a plan for improving physical activity and health.
 | * **Lists** goals to enhance gymnastic performance
* Provides a somewhat detailed gymnastic floor plan (pg 8 & 10)
 |
| The student: * **Identifies** goals to enhance performance
* **constructs** a plan for improving physical activity and health.
 | * **Identifies** goals to enhance gymnastic performance
* **Constructs** a detailed gymnastic floor plan (such as indicated individual moves, who is doing them, what movement area they come from, direction, or timing) (pg 8 & 10)
 |

**Criterion C: Applying and performing**

At the end of year 1, students should be able to:

i. recall and apply a range of skills and techniques effectively

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

iii. recall and apply information to perform effectively.

|  |  |
| --- | --- |
| **Level descriptor**  | **Indicators** |
| The student does not reach a standard described by any of the descriptors below.  | The student does not reach a standard described by any of the descriptors below. |
| The student: * **recalls limited** some skills and techniques
* **recalls limited** some strategies and movement concepts
* **recalls limited** information to perform with limited success**.**
 | The student:* demonstrates **limited** competence in the basic skills and techniques
* shows **limited** awareness of movement concepts by using space effectively
* performs a routine with **limited** precision, syncronisation or energy
* omits to include at least one movement from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* performs a routine of less than 45 seconds
 |
| The student: * **recalls some** skills and techniques
* **recalls some** strategies and movement concepts
* **recalls some** information to perform.
 | The student:* demonstrates **some** competence in the basic skills and techniques but has difficulty in applying them
* shows **some** awareness of movement concepts by using space effectively
* performs a routine with **some** precision, syncronisation or energy
* includes at least one movement from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* performs a routine of less than 45 seconds
 |
| The student: * **recalls** and **applies some** skills and techniques
* **recalls** and **applies some** a range of strategies and movement concepts
* **recalls and applies some** information to perform effectively.
 | The student:* demonstrates basic skills and **some** competence in the intermediate and/or hardcore skills and techniques
* shows **some** awareness of movement concepts by using space effectively
* performs a routine with precision, syncronisation or energy most of the time
* includes a range of movements from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* performed a routine of 45 seconds or longer
 |
| The student: * **recalls** and **applies** a range of skills and techniques
* **recalls** and **applies** a range of strategies and movement concepts
* **recalls** and **applies** information to perform effectively.
 | The student:* demonstrates high level of competence in the intermediate and hardcore skills and techniques
* applies movement concepts by using space in a highly effective manner
* performs a routine with a high degree of precision, syncronisation, energy, style and flair
* includes a diverse range of movements from three of the following four areas of balance, rotation, spring/landing/locomotion, and strength and power
* performed a routine of 45 seconds or longer
 |

**Criterion D: Reflecting**

1. identify and demonstrate strategies to enhance interpersonal skills
2. identify goals and apply strategies to enhance performance
3. describe and summarize performance.

|  |  |
| --- | --- |
| **Level descriptor**  | **Indicators** |
| The student does not reach a standard described by any of the descriptors below.  |
| The student: * **identifies** a strategy to enhance interpersonal skills
* **identifies** the effectiveness of a plan
* **outlines** performance.
 | The student:* **Identifies** a strategy to enhance your collaborative skills
* **Identifies** the effectiveness of their plan
* **Outlines** their collaborative performance.
 |
| The student: * **identifies** strategies to enhance interpersonal skills
* **state** the effectiveness of a plan
* **describes** performance.
 | * **Identifies** 2 strategies to enhance your collaborative skills
* **States** the effectiveness of their plan
* **Describes** a basic summary of their collaborative performance
 |
| The student: * **identifies** and **sometimes demonstrates** strategies to enhance interpersonal skills
* **describes** the effectiveness of a plan
* **outlines** and **summarizes** performance.
 | * **Identifies and sometimes demonstrates** 2 - 3 strategies to enhance collaborative skills
* **describes** a somewhat detailed evaluation of the effectiveness of their plan
* **outlines and summarises** a somewhat detailed account of their collaborative performance
 |
| The student: * **identifies** and **demonstrates** strategies to enhance interpersonal skills
* **describes** the effectiveness of a plan **based on the outcome**
* **describes** and **summarizes** performance.
 | * **Identifies and demonstrates** 2 - 3 strategies to enhance collaborative skills (p5)
* **Describes** the effectiveness of their plan **based on the outcome** (how the strategies you chose helped create an effective performance, what could be improved on and why – goal setting)
* **Describes and summarises** their collaborative performance (Q1 reflection)

(such as, how well you contributed, and in what way, what you could have done to be a more effective group member, what you learned from this experience) |