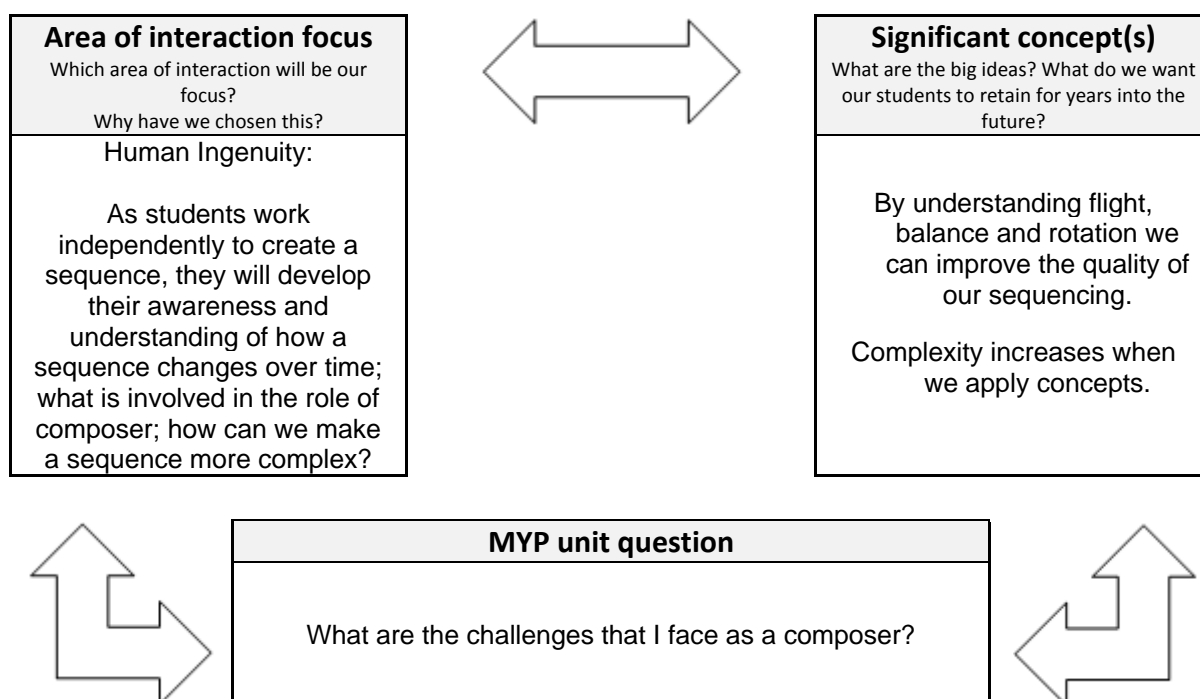


MYP unit planner

Unit title	Gymnastics
Teacher(s)	
Subject and grade level	Physical Education Year 1
Time frame and duration	6 x 1 hour lessons

Stage 1: Integrate significant concept, area of interaction and unit question



<p>Assessment</p> <p>What task(s) will allow students the opportunity to respond to the unit question? What will constitute acceptable evidence of understanding? How will students show what they have understood?</p> <p>Gymnastics composition and performance: 'successfully combine balance, rotation and flight to create a 60-90 second linked sequence of movement'.</p> <p>Video evidence of each student's solo performance, assessed with task-specific indicators: task sheets will give feedback.</p> <p>Students will give preliminary performance in earlier weeks and verbal feedback will be given.</p> <p>Students will record sequence in class book each lesson, and make modifications/additions each lesson.</p> <p>Which specific MYP objectives will be addressed during this unit?</p> <p>A Use of Knowledge: Understand simple principles of flight, balance and travel</p> <p>B Movement Composition: Plan a sequence of linking movements both on the floor and with apparatus and link apparatus and floor flight, balance and rotation into mini-sequences that show control and fluency</p> <p>C Performance: Develop basic floor skills of rolling, balancing and jumping</p>

- : Develop body tension awareness and quality in movement
- : Explore simple application of flight principles through the use of apparatus
- : Apply space at different levels, experiment with shapes

D Social Skills and Personal Engagement: Reflect upon their own performance in terms of strengths and weaknesses when selecting moves

Which MYP assessment criteria will be used?

Criteria A, B, C & D

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Balance: Point and Patch balance, taking weight on hands, handstand, headstand, bridge, inversion: body tension, quality and control

Rotation: forwards/backwards, log and circle rolls, cartwheel, round off, backward walkover, experiment with shapes: straddle/pike v sit: speed, energy, control and body tension

Flight: controlled landing and finish positions, use of springboard to gain height and momentum on run-up, shapes and turns, basic vaults: onto, over and off apparatus

Sequence building: How can I make my composition more complex?

Flow: transitions between moves using leaps, turns; travel between apparatus

Space: creative use of space using floor patterns, levels

Time: timing of moves, adjusting speed

Weight: taking weight on different body parts, transfer of weight

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Organisation – Being prepared for class: bringing log book to each class and keeping sequence record up to date during lessons and at home

Collaboration: accepting others: using simple feedback from peers and teacher to improve performance (1st stage)

Communication: performing in front of small group/half the class/whole class; communicating concepts through movement, expression of moves: style and flair

Reflection: evaluating strengths/weaknesses and the complexity of the sequence each week using feedback and rubric, and setting simple subsequent goals to improve overall composition/performance

Thinking: planning using sequence record and list of various moves to generate new interpretations of basic moves; deciding which move to include in relation to ability at skill progression; applying movement concepts to short phrases; understand how to develop logical sequence with flow

Transfer: how movement composition overlaps with compositional work in other subjects (arts, literature)

Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?

How will students acquire the knowledge and practise the skills required? How will they practise applying these?

Do the students have enough prior knowledge? How will we know?

Teaching strategies

How will we use formative assessment to give students feedback during the unit?

What different teaching methodologies will we employ?

How are we differentiating teaching and learning for all?

How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

Teacher and student led warm-up
 Teacher and student demonstrations
 Task-specific rubric given in first lesson
 Activity sheets: balances
 Inquiry into each concept: movement exploration
 Peer coaching cards in groups of three
 Skill progression with differentiated stations
 Compositions: examples of simple combinations: students build on these examples
 Compositional work: use feedback after performing for teacher or peers
 Practice and performance
 Reflection on composition and modifications each lesson

Performances of compositions and mini compositions each lesson: teacher questioning: inquiry into movement concepts: guided discovery
 Student reflection after each performance using sequence record: make adaptations
 Peer feedback: coaching cards, group work with more able student leading warm up, station or skill practice
 Teaching progressions with various levels of difficulty for various skills: students work at level of choice, teacher support at some stations
 Use of whiteboard for terminology, grouping in terms of language, gender and ability levels
 Balance worksheet with diagrams and names
 Special needs: learning stations at various levels, exploration through inquiry, modifications of more difficult moves

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Gymnastics area with apparatus: matted floor, vaults, springboards, bars, horse, cushioned boxes, triangular shaped wedges, crash mats
 The gymnasts who take part in the gymnastics programme are able to demonstrate and share their expertise and knowledge with other students
 Khun Mae (ex-Asia Pacific champion) will be assisting morning classes when available: used for teaching progressions of skills, warm ups and to give feedback on compositions/performances
 Use of whiteboard and mini whiteboards, sequence record in books
 Teaching cards: simple sequences 1-9
 Balance sheet: to learn names of balances
 Video of performances