 Moving in time – Stage 4

Unit description

Students develop skills through participation in a range of rhythmic and expressive activities. Students use the elements of composition to create and perform compositions and sequences and identify the relevant components of fitness.

Unit duration

3 weeks (5 to 6 lessons)

Syllabus strands

Movement, Skill and Performance

Syllabus outcomes, skills and evidence of learning

| Syllabus outcomes | PDHPE skills | Physical literacy continuum markers |
| --- | --- | --- |
| * PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts * PD4-5 transfers and adapts solutions to complex movement challenges * PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences | Self-management   * Decision making and problem solving   Interpersonal   * Communication * Collaboration, inclusion and relationship building   Movement   * Fundamental and specialised movement skills and concepts * Tactical and creative movement | Cluster 5  Movement competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) * Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts.   Personal and social attributes   * • Supports and encourages the enjoyable involvement of others |

This document references the [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) © 2018 [Copyright NSW](http://syllabus.nesa.nsw.edu.au/copyright/) Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales.

Learning goals

We are learning to:

* Demonstrate movement skills in increasingly complex and challenging activities.
* Adapt, transfer and improvise movement in increasingly demanding contexts, e.g. varying space, equipment, relationships.
* Experiment with the application of basic mechanical principles to enhance performance and ensure safety.
* Compose and perform increasingly complex and challenging movement sequences using the elements of composition.

What I am looking to:

* Enthusiastic participation and cooperation in various practical situations.
* Active involvement in the focus questions during practical sessions.
* Adapting and combining movements according to purpose.
* Demonstrates skills in a variety of rhythmic and expressive activities.
* Selects music and designs a 2 minute movement performance based on an allocated theme.
* Devises fun and challenging activities that improve the components of fitness needed for gymnastics and dance.

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M   + participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual, group, team, physical activities and initiative, challenge physical activities, aquatics and lifelong physical activities * use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)   + participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback S I M   + create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession * demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)   + demonstrate refinement of movement concepts and strategies to enhance movement sequences M   + explain how changes to movement concepts, skills and tactics can improve performance I M * practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)   + demonstrate their ability to use space and explore force and flow in different movement contexts M   + examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M   + select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment S M |
| How can I make decisions to adapt to changing circumstances in different movement contexts? | * evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)   + evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M   + identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M   + identify strategies and tactics that are similar and transferable across different movement contexts M |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M * modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)   + apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M   + modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I |

Teaching considerations

* Teachers should follow the suggested outline of the games as close as possible to ensure students understand how and why the games were played.
* Teachers should attempt at all times to use the highlighted language that is referred to in the outline of the games.
  + Describe – name the game. Present the rules making them as simple as possible.
  + Demonstrate – brief demonstration can be used to clarify rules.
  + Ask questions – check to see if all players have an understanding.
  + Do –select teams and play. Even if some students are unsure they should learn as they play.
  + Ask questions – to teach for knowledge and Understanding. Check to see students understand the skills, rules and strategies of the game and also the cultural significance the game reflects.
  + Adapt – check to see if players are having fun. If students are losing interest vary the rules or change to the next game.
  + Reflection – allow students to discuss and write down their thoughts on the game and their understanding of the cultural significance.
* The games in this unit have been written in a sequence so that students can progressively build on their skills.
* The number of games schools choose to participate in will depend on the time allocated to the practical sessions.

Sample learning experiences

| Sample learning experiences and instructions | Register and date |
| --- | --- |
| Lesson 1 and 2  Elements of composition – Space  Select a range of experiences from the list below to allow students opportunities to explore space.  Students use a hoop to explore their personal and general space. Students imagine that they are a ‘bubble’ and form, float, turn in their general space, bounce off other bubbles and finally pop! In groups of 4, students create a ‘bubble dance’.  Students position themselves in a small designated area with several intersecting lines (basketball court) and imagine that they are business people on a street at lunchtime. The purpose of the activity is to explore different directions and change direction when they meet another student.  In pairs, students create 5 simple movements and mirror and then contrast their partner. For example, if 1 student creates a tall/wide shape, their partner contrasts with a low and small shape.  In pairs, students create a human sculpture by one student assuming a position and the other student filling the space of the body position.  Students run, jump, hop, skip, leap, twist, turn, roll, gallop, side step, chasse in a designated general space. Students play ‘Follow the Leader’ by mirroring the movement that their leader performs. Change leaders regularly.  Students use skipping ropes, chalk lines, masking tape lines on a court or ground to create a space maze. The maze must use a variety of directions – zigzag, diagonal, sideways and so on. Students swap mazes and follow the lines and experiment with different directions of movements and different movements. (direction)  Giraffe, Toilet Seat, Gnome – students perform a variety of movements (run, hop, skip, leap) in a designated space. On ‘freeze’ students must assume one of the positions giraffe (high), toilet seat (medium) or gnome (low). The teacher has his or her back to the class and calls one of these positions. Any student who is in that position gains a letter. Threes chances and they are eliminated. (levels)  Bridge, Rock, Tree – in groups of 4, student spread out evenly on lines on a court. Student 1 is the runner, student 2 stands with feet apart and forms a bridge, student 3 crouches on the floor forming a rock, student 4 poses in a tree position. On ‘go’ student 1 runs and crawls under the bridge, runs and jumps over the bridge, runs and runs twice around the tree and returns to their starting line. Students swap positions and the game restarts. (levels)  Students explore the space available on the mats for a floor routine. Consider the directions and levels that can be used. Students explore the space for use on a low bench or beam. Travel in different directions, use poses and different levels (turns, squats). In pairs, one student travels using as much of the general space of the floor area and their partner, maps (draws lines) on paper their movements.  Participate in a variety of movement activities and dances to demonstrate body control body awareness, object manipulation, anticipation and timing. |  |
| Lesson 3 and 4  Elements of composition - Dynamics  In pairs, students imagine that they are having a tug of war with a huge rope, string and elastic. Students’ movements should emphasise the type of force needed to pull the varying ‘ropes’. (force)  Students imagine that they are lifting a heavy wheelbarrow, carrying bricks, pushing a broken down car, carrying full shopping bags, pushing a loaded supermarket trolley, pulling a boat onto a trailer, chopping wood, smashing a rock, digging a hole, hammering a nail. Compare these movements to light movements such as tiptoeing into a baby’s room, sneaking up on a friend, sliding along a polished floor, ice skating.  Students clap out the number of syllables in their name. For each syllable of their name, students devise a movement. The movement needs to reflect the ‘strength’ of their name, for example, Bill might be a star jump while Sue might be a twirl in a circle (force). Students form a circle and perform their name movements and the movements ‘move’ around the circle. In groups of 4 students perform a cannon of each group member’s name movements. |  |
| Lesson 5 and 6  Elements of composition – Rhythm, timing and relationships  Students create movements that are in-time and off-beat to a variety of music types. In pairs, students create movement sequences in which one student moves in-time and one student moves off-beat to music.  Participate in a variety of movement activities and dances to demonstrate body control body awareness, object manipulation, anticipation and timing.  Use a variety of music for each dance varying the tempo and dynamics of each dance.  Students participate in tag games that create different formations, for example, pair tag, chain tag, octopus.  In groups of 4, students devise 3 different formations, for example, in line one behind the other, in pairs with one pair forward and one pair behind, two students in front close together and the other pair staggered behind.  Students explore ways to move between formations. This ‘joining’ movements need to flow.  Students explore movements using equipment, for example, hoops, ribbons, batons, ropes, balls, balloons, streamers.  In groups, students use their body to create letters and numbers.  In groups, students create movement sequences that represent mechanical objects such as lawn mower; whipper snipper; juicer; blender; and popcorn maker.  Partner balances – revision of relationships, 3 point, 4 point, 5 point and so on, balances using a range of balances. Some balances will be more challenging than others and students will be advised of safety for each balance. Students will be instructed to work at their own level. |  |
| Lesson 7 and 8  Movement themes  In small groups, students create movements to themes, for example: clowns; puppets; machinery; farming; bubbles; dragons; pirates; fireworks; seaside; space. For example:  Bullying – consider the differences in types of bullying (physical, social and emotional) and the different ways boys and girls bully (boys often punch, kick, extort possessions; girls tend to gossip, spread rumours and isolate). For example, strong, forceful movements in a space general space, with students close together, movements are fast (boys), with loud, fast, ‘jerky’ style music.  Students select music and design a 2 minute movement performance based on an allocated theme. |  |
| Lesson 9 and 10  Solving problems – in small groups, students are allocated a problem. For example, while balancing on a low beam or bench, students are required to join hands and pass a hoop from one end of the beam or bench to the other without using their hands.  Statics – 1 point, 2 point, 3 point, 4 point balances using a range of levels and body parts. Followed by extension of balances and use of partner balances. Individually, students participate in a variety of statics and balances. For example, frog balance, stork stand, knee scale, squat sit, handstand, headstand, V sit, front support, rear support, inverted shoulder support. (Teacher note – ensure that each of these skills is suitably scaffolded for students by teaching lead-ups and ensuring safety).  Rotations – students participate in a variety of rotation activities. For example, quarter turn, half turn, full turn, egg roll, straddle roll, forward roll, backward roll, and cartwheel.  These skills can be transferred to gymnastics equipment such as mini tramp, beam.  Fit for Gym and Dance – n small groups, students participate in and devise fun and challenging activities that improve the components of fitness needed for gymnastics and dance. For example, strength – 6 students form a line in front support position side by side. The first student crawls under the tunnel created by the other students. Upon reaching the front of the tunnel, the student assumes a front support and the next student at the back of the line continues. |  |

Unit evaluation