

LEARNING OBJECTIVES

Children should learn:-

- to travel rhythmically and develop timing with a partner or small group using synchronisation and canon.
- to adapt and develop movements and skills and work co-operatively with a partner or small group.
- to extend their understanding and use of levels, speeds and pathways.
- to understand the compositional principles of sequencing and recognise when they are absent.

WORKING TOGETHER - CANON AND SYNCHRONISATION (RHYTHM AND TIMING)

UNIT FRAMEWORK

- (a) Move in different ways, starting and stopping at the same time and analyse synchronised movement.
- (b) Join two movements together and travel in a synchronised way side-by-side.
- (c) Join a series of movements, travel, jump and roll.
- (d) Explore different directions and partner relationships by joining three sets of synchronised movements into a sequence.
- (e) Work in rhythm with a partner and explore and analyse the nature of moving in canon.
- (f) Develop through work in two's to work in four's.
- (g) Explore combined balances with each partner on a different level. Move into and out of the balance using canon and synchronisation.
- (h) Link together three combined balances using canon and synchronisation. Plan variations in speed, level and direction and check that the finished sequence contains travel, jump and turn as well as balance.

References for detailed skills teaching:

- "TEACHING WITH SPECIFIC SKILLS" - Jumping - page 305
Body shape and turning - page 309
Rolling - page 315
Balance on large and small parts of the body - page 365
"TOP GYMNASTICS" cards - page 381

EXPECTED LEARNING OUTCOMES

By the end of this unit most children should be able:-

- (a) understand, identify and use the terms synchronisation and canon.
- (b) understand and explore the possible variations in level speed and direction when working with a partner.
- (c) join together a series of movements then synchronise them with a partner to show knowledge of various partner relationships.
- (d) use rhythm and timing to produce a sequence of canon movement with a partner or small group.
- (e) understand how to produce combined balances emphasising levels and shape and link three balances using canon and synchronisation to show an understanding of compositional principles.
- (f) transfer skills and principles from floor to apparatus at every stage and adapt and transfer sequences.

Children should also be guided continuously to:-

- use space and apparatus safely and know the principles of safe siting.
- work co-operatively and sympathetically with a partner or small group.
- accept advice and use it in a reflective way to improve the quality of their work.
- understand the short and long term effects of exercising in gymnastic activities and how to warm-up and practise safely.