

PHASE 8

MATCHING AND MIRRORING – DIFFERENT LEVELS

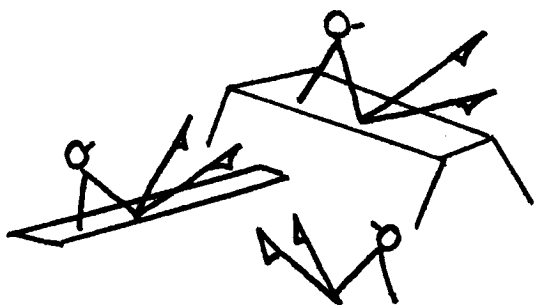
The main piece of apparatus is taken out under the teacher's instruction. Pupils are then asked to add one or two small pieces of apparatus and three mats and design their own set up.

(i) Explore and use all the apparatus as individuals travelling under, over, along and through in different ways.

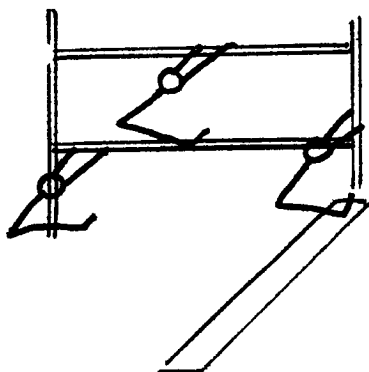
(ii) Balance on or against a part of the apparatus and hold it for a count of three seconds before continuing on your pathway. *(Individual work)*

(iii) *(Pupils now work in pairs or small groups. Group size should be matched to ability)*

In your group can you find a matching balance on your own set of apparatus? The balance must be performed on different levels e.g. one member of the group could be on a high piece of apparatus one on a low piece and the third on the floor, but all the movements are matching. *(Experiment and look at ideas. Evaluate each other's work and offer suggestions for improvement.)*



(iv) Experiment with different individual ways of moving into matching/mirroring balances on different levels. These movements which lead into the balances could be travelling or jumping movements. *(Look at demonstrations to enlarge and develop a movement vocabulary and remind about using different directions.)*



(v) Experiment with matching and mirroring exits from the balances.

(vi) Experiment with different ways of moving **quickly** into a balance and different ways of **slowly** moving away from it.

(vii) **Sequence:** Select a variety of individual and matching/mirroring/contrasting movements to create a sequence which demonstrates control and technical correctness within a well-balanced composition.

(On the apparatus, to avoid confusion in the initial stages, the teacher could set the task precisely e.g. Can you travel towards the apparatus with matching movements and balance on the apparatus showing mirror movements? When finally composing this sequence at the end of the theme, a piece of music could be used.)

UNIT 2