

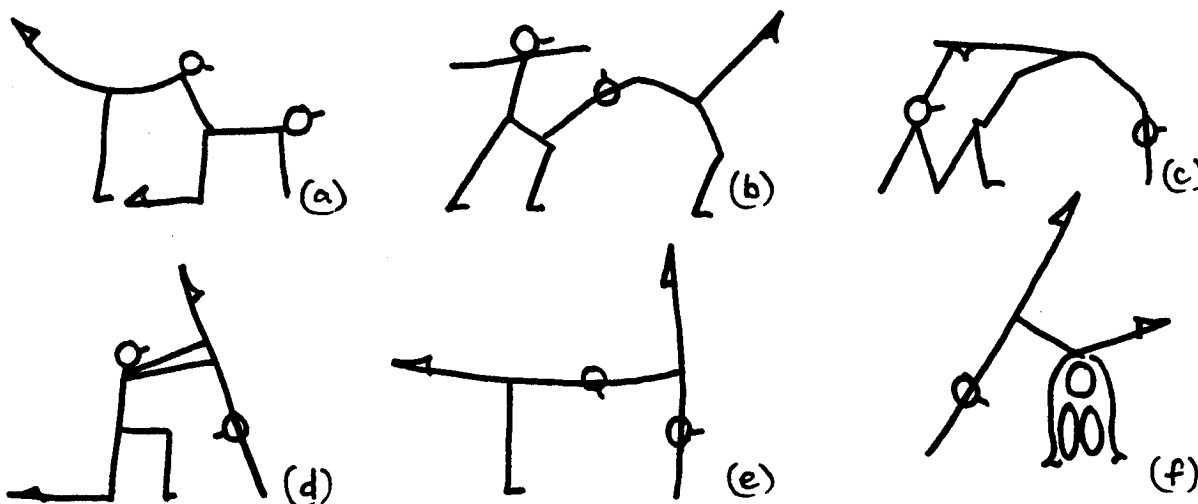
PHASE 3
BALANCES SHOWING DIFFERENT SHAPES AND LEVELS
FOR THE THIRD PERSON TO PASS OVER / UNDER

- (i) The warm-up for work in this phase should be individual and systematically stretch large groups of muscles as well as reflect moving on different levels. Pupils should understand the terms low, medium, high in reference to travelling and balancing.
- (ii) Two people hold a balance where both are different shapes and on different levels with different body parts in contact. Can the third person find a way of travelling over and/or under them without making contact?

*(Pupils should be reminded of the two's balances they did in Unit 5 – Phase 1 and those cards **could** be available as a stimulus, however, if the pupils need a stimulus the following card **should** be available on request.)*

HOLES AND BARRIERS
DIFFERENT SHAPES AND LEVELS

CARD 81



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- (iii) Allow time for exploration and take out demonstrations to show interesting shapes. Look at different ways of travelling over and under the balance. *(Discuss the effectiveness of the mode of travel.)*

UNIT 7

- (iv) Practise to achieve technically correct balances and then develop the moves.....

Sequence

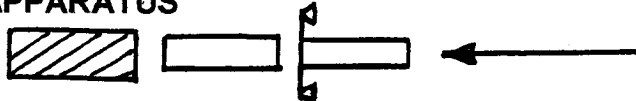
Start a distance away from both your partners and your mats. Travel to meet them and link smoothly three different "holes and barriers" balances with a different person passing under/over each time. Conclude the sequence by moving into a climax with an explosive movement. Hold a finishing position.

- (v) These balances and movements may be applied and transferred to apparatus. Many of the ideas that have been explored on the floor can be adapted, refined and developed for apparatus.

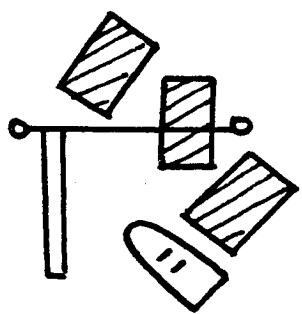
Apparatus

Depending on the amount of apparatus available, each group of three is allocated a large piece of apparatus and two or more small pieces (*including benches*). They construct their own apparatus. Each group is provided with an apparatus construction card to remind them of the "rules" of setting up apparatus.

SETTING UP APPARATUS **CARD 82**

(1) 

APPARATUS SET OUT IN A STRAIGHT LINE IS EXTREMELY LIMITING. THIS FORMATION SHOULD DEFINITELY BE AVOIDED IN GROUP WORK.

(2) 

APPARATUS SET OUT IN ANGLES ALLOWS MORE PEOPLE TO WORK ON THE APPARATUS AT ANY ONE TIME BECAUSE THERE ARE MORE EXITS AND ENTRANCES.

(3) TRY TO USE DIFFERENT LEVELS AND SURFACES AND SOMEWHERE THERE SHOULD BE AN INCLINED OR SLOPING PIECE OF APPARATUS IF POSSIBLE.

(4) **SAFETY POINTS:** ALL EXITS FROM APPARATUS SHOULD BE WELL CLEAR OF WALLS OR OTHER PIECES OF APPARATUS.

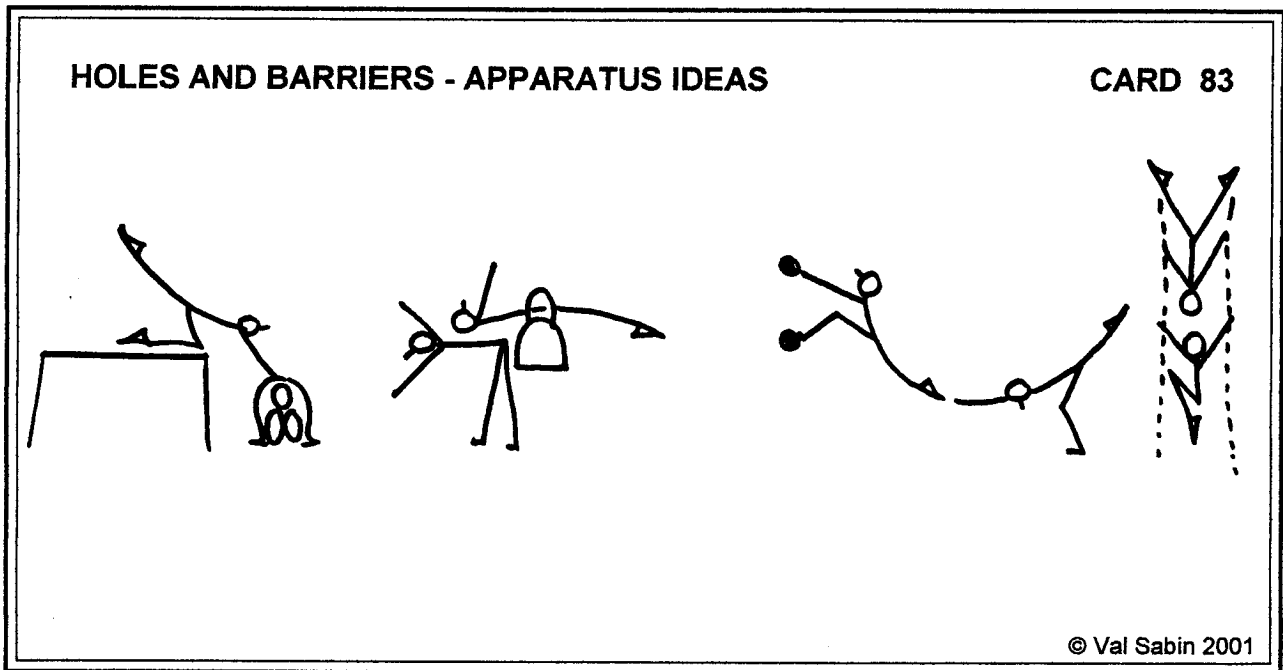
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- (vi) When the apparatus has been constructed pupils freely use all the apparatus in the room as individuals (*except swinging ropes*).
- (a) Balance on, against or under a piece of apparatus.
 - (b) Can you move out of the balance in a different way?
 - (c) Work on quality – body tension, extension and pointed toes etc.
 - (d) Move around the apparatus and use explosive movements to cross over or come down from the apparatus. (*Show demonstrations and all try*)

UNIT 7

- (vii) Re-group into three's on your own set of apparatus. Experiment with new ideas. Adapt, develop and transfer "holes and barriers" ideas worked out on the floor. Use balances showing different body shapes on different levels.

(If the pupils need a pictorial stimulus to spark their imaginations the teacher can give out the following sample card on request.)



Sequence

- (viii) After suitable exploration, and evaluation, pupils could be set a sequence task:-

Construct a sequence where you move in canon towards the apparatus and perform three balances for different members of the group to pass over or under each time.

Finish by exploding away from the apparatus into a finishing position.

Linking movements should be effective and fluent and the sequence should show changes in speed, direction and level.