

Year: 6	Lesson: 2/6	Time: 40 – 50 mins	No. of children: Any
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>* compose a gymnastic sequence and perform it to music;</li> <li>* recognise and discuss the quality of a sequence against set criteria;</li> <li>* work successfully with a partner.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>* I can create and perform a gymnastic sequence to music;</li> <li>* I can work successfully with my partner.</li> </ul> <p><b>Literacy:</b> Understand and use a variety of ways to criticise constructively and respond to criticism.</p> <p><b>Numeracy:</b> Understanding 2-D and 3-D shapes; symmetry; rotation, angles and degrees.</p> <p><b>Resources:</b> <i>You Tube</i> - '<u><a href="#">A Song for Guy</a></u>' by <u><a href="#">Elton John</a></u> or <u><a href="#">Music by Ariana Grande</a></u> Activity cards – <u><a href="#">Continuous Relay</a></u>.  <u><a href="#">Set Floor Sequence to Music</a></u>. Digital camera.</p>			
<b>Teaching Activities</b>		<b>Teaching Points/Management &amp; Organisation</b>	
<p><b>Warm up [10 mins]</b></p> <ol style="list-style-type: none"> <li>1. <u><a href="#">Continuous Relay</a></u> from Lesson 1. <ol style="list-style-type: none"> <li>a. In teams of 6 – 8.</li> <li>b. Link a series of tasks, e.g. running, jumping, skipping, scrambling.</li> <li>c. Emphasise quality of movement.</li> <li>d. Stress safe movement....</li> <li>e. Talk about how this type of activity promotes strength, power and suppleness.</li> <li>f. Help them identify how this can help their own wellbeing.</li> </ol> </li> <li>2. <b>Body Stretch</b> <ol style="list-style-type: none"> <li>a. In pairs, stand with feet astride, back to back.</li> <li>b. Stand about 30 cm from their partner - keep the legs as straight as possible all the time.</li> </ol> </li> </ol>			

- c. Perform stretches, to a count of up to 8, as directed by teacher.
- d. Show big movements by stretching as high, wide and deep as possible.
- e. Slowly stretch without jerking or 'bouncing' on muscles - they should feel their limbs stretching.

### **3. Suggestions for stretches**

- a. Stretch arms high above head, reach down and touch hands with partner on floor between legs.
- b. Stretch arms high above head, stretch both arms sideways and touch backs of hands with partner.
- c. Stretch arms high above head, reach down and touch hand of partner by opposite foot;
- d. Stretch arms high above head, reach down and touch opposite hand of partner by other foot.

### **4. Clap in time to music (Ariana Grande) - count the beats of 8.**

- a. Perform some stretches again (as directed by teacher), but move in time to the music.
- b. Practise and refine the stretches, so that they become more fluent and controlled.

### **Floor work [30 mins]**

#### **5. Recap last week's sequence with partners counting time for each other.**

- a. Introduce music (Ariana Grande)
- b. Count the 4 beat phrases.
- c. Refer to Set Floor Sequence to Music.
- d. Show them how the 8 x 4 phrase sequence can fit to the music.

#### **6. With your partner, practise fitting your sequence to the music.**

- a. Explore, practise and refine.
- b. Use demonstrations of good quality work to emphasise the criteria, share ideas and develop understanding.

#### **7. In pairs, create your own sequence to the music.**

- a. Children can adapt the Set Floor Sequence to Music, or they can create their own.
- b. Talk about using a variety of skills and variations in their sequences - rolls, balances, jumps, travelling actions.....
- c. Suggest that they keep it simple, with good quality movement.
- d. Clarify the criteria for them - **good phrasing, variety of skills, quality of performance and linking of different skills.**

**8. Explore, practise and refine.**

- a. Partners plan their sequence together
- b. Take turns in exploring movement ideas and counting for each other.
- c. Use demonstrations of good quality work to emphasise the criteria, share ideas and develop understanding.

**9. The music.**

- a. Listen to the music and try to fit your sequence phrases to it.
- b. The music can be left to run and repeat.
- c. Provided the cadence does not vary, sequences can start at any appropriate point in the music.
- d. Children need to be clear where one phrase starts and another finishes, to work in harmony with the music.

**10. If further challenge is needed.**

- a. Add the Set Floor Sequence to Music to either the beginning or end of your sequence to produce a sequence of 16 phrases.
- b. Children may need to make a slight change at the beginning or end of one of the sequences to gain a smooth connection.

**11. Video performances.**

- a. Play back in the classroom and evaluate against the criteria.

**Cool down [5 mins]**

**12. Demonstrations of 2 or 3 sequences** should be used and children encouraged to discuss them constructively. Discussions should focus around,

- a. Could you see the phrases of movement?
- b. Did they accurately fit the phrases of music?
- c. Did the sequence show a variety of skills or variations?
- d. How do you think the sequence could be improved?