

MULTI-SKILL CLUB

GYMNASTICS AND DANCE

As technique improves, refine sequences through practice and work towards routines that include: a balance, a roll, a jump and landing, movement where weight is taken on hands, different ways of travelling, change of direction, speed and level. In dance, include all of the above and also include gestures, turns, twists and tilted balances.

- Make a panel of judges to mark the full routine.
- Decide the maximum time allowed and if it will be performed to music.
- Judge 1 marks the quality of the moves:
1 working towards satisfactory 2 satisfactory 3 good 4 excellent.
- Judge 2 marks the flow and variety of the work:
1 no real links.,
2 satisfactory. At least two ways of linking and some flow and variety
3 good. At least three ways of linking and good start and finishing positions
4 excellent. Sequence shows original ideas and flows throughout.
- Judge 3 awards one mark for each of the following: change in direction, speed, level, good use of space.
- Maximum score 20 points.
- Judges provide feedback explaining reasons for their scores.

EQUIPMENT

- Appropriate apparatus.
- Safety mats.

SAFETY

- Perform activities confidently on the floor before using apparatus.
- Have sufficient space for the work.
- Be aware of others when completing tasks.

THINK INCLUSIVE

All children should be involved in discussions about quality. This will help raise awareness of the movement potential of others.

ABC LINKS

Agility

Encourage the children to practise:

- sudden changes of level
- twisting and turning movements
- movements which challenge flexibility
- travelling in different and difficult pathways.

Balance

Encourage the children to practise:

- static balances using different numbers of body parts
- balances that really challenge
- balances that can be used to move easily into travelling
- symmetrical and asymmetrical balances.

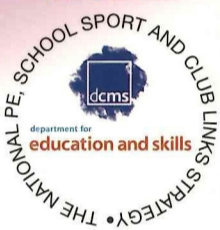
Co-ordination

Encourage the children to practise:

- different ways of travelling
- symmetrical and asymmetrical movements
- use of body parts in different positions: close, far away, on one side of body and across the body.



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CREATING SEQUENCES, PHRASES AND MOTIFS

- In pairs.
- One child (A) performs a simple move.
- Partner (B) copies and adds another movement.
- A then performs the two moves performed by B and adds a third.
- Continue until there are eight movements in the routine.
- Encourage composition that includes agility and linking movements.



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