**Curriculum**

**7th Grade Physical Education –**

**Movement**

**Course Overview**

SPORT TYPE: Individual, Body management

**Department Standards**

* The students will develop an understanding, through experience, of the benefits of participation in physical activity throughout life;
* The student will experience a sense of achievement through achieving competence in physical activity thereby helping to raise self-esteem;
* The student will develop the personal qualities of cooperation, good sportsmanship, honesty, confidence and respect for others that will allow the student to work with others to realise common goals and objectives;
* The student will develop the physical skills and techniques of body management and coordination to allow the student to cope with a variety of physical tasks;
* The student will develop an appreciation of creative and aesthetic qualities;
* The student will develop problem solving skills;
* The student will develop communication and leadership skills;
* The student will engage in the processes of discovery and enquiry through creative and imaginative physical activity;
* The student will develop the confidence necessary to participate in any form of physical activity in new surroundings with people hitherto unknown.

**Benchmarks**:

Develop awareness of the body moving in an aesthetic way both in gym & dance situations

Develop & refine a wide range of gymnastic skills on the floor & apparatus

Develop the ability to perform a complex sequence of movement with fluency

Develop ability to perform and repeat phrases of movement either on the floor or equipment in a solo, partner or group situation

Be able to perform a dance in a set style or responding to different stimuli

Develop the ability to analyse performances of others & give & receive constructive criticism

**Performance Indicators**

1) Display ways of travelling, jumping, rolling & balancing on a range of body parts using floor & apparatus. Refine movements to show body control

2) Display the combination of movements into sequences incorporating transitions from one movement to the next being aware of the low, medium & high levels as well as speed & change of direction, showing an understanding of the need for safe practice

3) Display ability to choreograph dance & gymnastic sequences with a clear start middle & end, with partner & in small groups showing cooperation & leadership

4) Perform set dances showing an understanding of style - eg., Scottish, English, country & line dances

5) Display ability to recognise quality in movement performances including extension, body tension & clarity of body shape.

6) Display ability to devise & carry out a suitable warm-up routine to include travel & stretching.

**Assessments**

Teacher observation

Peer evaluation

**Core Topics**

**Specific Content**

Warm-up, related top task in hand with a bias toward gymnastic & dance skills emphasising extension, body tension & shape awareness incorporating music where appropriate (PI 6)

Stretches incorporating gymnastic skills and awareness of body shape & tension (PI 6)

Movement on feet incorporating travel, jumping, landing & change of speed & direction (PI 1)

Quick response to instructions, particularly ‘freeze’ for safety reasons (PI 2)

Develop individual skills in isolation in safe gymnastic progressions (PI 1,2)

Combine skills into movement sequences with emphasis on transition both on floor & equipment (PI 2, 3)

Respond to stimuli of music style or stay line to create & perform a short routine

props eg. scarves, ribbons, hoops, percussion to aid creativity where appropriate

(PI 3 )

Choreograph & perform routines (PI 3,4)

Perform to others & show ability to analyse other work (PI 5)

**Resources**

Cassette, CD player

Wide range of music on tape / CD

Hoops, scarves, ribbons, percussion

Mats, landing modules, long mats, rolling wedges

Benches, stools, boxes, beams, ladder, planks, pole,