

DISCLAIMER: The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. DO NOT purchase textbooks based on the information contained in this document.

IPE3114 CURRICULUM GYMNASTICS

COURSE DESCRIPTION

This course will introduce curriculum gymnastics through a developmental approach that allows student teachers to explore movement themes largely on floor activities, gradually progressing from simple to complex apparatus designs. More advanced floor and apparatus skills will be taught with a focus on progression as well as safety.

Emphasis will be on the cognitive and affective development of the participants through appropriate pedagogical styles of teaching suitable for primary schools. It is anticipated that student teachers will complete the course with a heightened level of confidence and personal conviction for teaching gymnastics in a progressive, creative and safe manner.

COURSE OBJECTIVES

At the completion of this course, student teachers will be able to:

1. Discover a range and variety of gymnastic movements through the exploration of concepts and ideas based on Rudolf Laban's Movement Themes.
2. Promote and enhance physical fitness, physical skills, attitudes and appreciations (positive self-concept, respect for others, quality performance and effort) in the work of others.
3. Develop their own movement vocabulary and invent simple movement sequences or compositions.
4. Improve quality (body alignment, tension) and control of personal movement.
5. Work creatively and confidently alone and in pairs or groups on a wide range of apparatus.
6. Use and handle with increasing skill and control a range of small and large apparatus (benches, box-tops, reuther board) and balancing /climbing apparatus.
7. Perform a range and variety of gymnastics movements with skilful quality.
8. Provide appropriate progressions to develop basic skills on floor and vault.
9. Demonstrate competency and technical knowledge in the ability to "support" performers through various gymnastic skills.
10. Use appropriate pedagogical styles of teaching to achieve cognitive and social domain learning outcomes.

COURSE CONTENT

1. Themes on Body Awareness (locomotion and stillness, body parts, shapes, symmetry and asymmetry).
2. Concepts of Time, Weight, and Spatial Awareness.
3. Weight bearing/balancing on different body parts, on specific body parts: head, hands, shoulders.
4. Weight transference: rocking, rolling, cartwheel, step-like actions, flight.

5. Apparatus work—bench, box/horse, balancing and climbing apparatus (ropes, ladders, bars, caves), beams.
6. Trampoline and reuther board activities.
7. Vaulting skills: for examples, through, straddle, cat-leap.
8. Gymnastic sequences (explored by using elements of body, effort, space, and flow).
9. Individuals, pairs and small groups activities.
10. Music as stimulus (aerobic and rhythmic movements).
11. Use of small equipment: ropes, hoops, balls, canes, etc. and apparatus: mats, benches, boxes of different heights in developing gymnastic sequences.
12. Safety factors and spotting skills.

COURSE ASSESSMENT

	Component weightage	Due Dates
Class test	30 %	dd-mm-yr
Assessments	60 %	dd-mm-yr
Individual Sequence & Group Composition		
Professional Attributes	10%	On-going

Participation in all classes is compulsory.

COURSE REFERENCES

Required/Recommended Text(s)

1. Werner, Peter H. (2004). *Teaching children gymnastics* (2nd Ed.). Champaign, IL: Human Kinetics.
2. Mitchell, D., Davis, B. & Lopez, R. (2002). *Teaching fundamental gymnastics skills*. Champaign, IL: Human Kinetics.

Additional References

1. Broomfield, L. (2011). *Complete guide to primary gymnastics*. Champaign, IL: Human Kinetics
2. Gerling, I. E. (2009). *Teaching children's gymnastics* (2nd Ed.). UK: Meyer & Meyer.
3. Palmer, H. C. (2003). *Teaching rhythmic gymnastics: a developmentally appropriate approach*. Champaign, IL: Human Kinetics.
4. Ward, Phillip (1997). *Teaching tumbling*. Champaign, IL: Human Kinetics.