

<b>Teacher(s)</b>		<b>Subject group and discipline</b>	Trampolining		
<b>Unit title</b>	<b>Trampolining (Refine &amp; develop movement)</b>	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	12-16

### **Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Development	Refinement & Movement	Personal & Cultural expression

### **Statement of inquiry**

Performers improve their movement to explore creative expression

### **Inquiry questions**

**Factual—**  
 How is a trampolining routine marked?  
 What is a tariff score in trampolining?  
 What are the advanced shapes and skills in a trampolining routine?  
 What are the basic shapes/skills in a trampolining routine?

**Conceptual—**  
 What is the value in attempting different moves in trampolining?  
 Why are there different routines in trampolining?  
 How can you make a routine personal to you?  
 How can you refine movement to display creative/artistic quality for expression?  
 How can you transition from one movement into another successfully?  
 How can communication be used to effectively lead a team?

How can you create more height and flow in a routine?

**Debatable—**

What makes an effective routine?

Is one type of routine better than another?

How can you decide what order to perform your skills in a routine?

Is it better to perform a more difficult routine taking risks or perform a simple routine with more control and style?

Is it possible to refine movement to display personal and/or cultural expression?

Objectives	Summative assessment	
<p>B - Planning for performance</p> <ul style="list-style-type: none"> <li>i. develop goals to enhance performance</li> <li>ii. design, explain and justify a plan to improve physical performance and health.</li> </ul> <p>D - Reflecting and improving performance</p> <ul style="list-style-type: none"> <li>i. explain and demonstrate strategies to enhance interpersonal skills</li> <li>ii. analyse and evaluate the effectiveness of a plan based on the outcome</li> <li>iii. analyse and evaluate performance.</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal- Plan a routine to reflect personal strengths in movement.</p> <p>Role- You are the designer and performer of your routine.</p> <p>Audience- Performing to peers and your teacher.</p> <p>Situation- You have been tasked to design and perform a trampolining routine to show your movement strengths. You will need to use self-reflection to improve and refine in practice.</p> <p>Purpose- You will seek to design an effective trampolining routine. You will evaluate the routine in practice and after final performance.</p> <p>Standards and criteria-</p> <p>You will be assessed against all strands of criterion B (planning for performance) and criterion D (reflecting and improving performance).</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will develop their technique and design their own 8 bounce routine. Students should reflect on their year 7 routines and consider what improvements they are now able to make.</p>

	Students will perform an 8 bounce routine they have planned and refined throughout the unit and be scored on their difficulty, fluency and control.	
<b>Approaches to learning (ATL)</b>		
<p>In order for students to effectively plan a performance they will need to reflect on areas of strength and weakness in their performance. This will be explicitly taught through regular teacher and peer evaluation of skills.</p> <p>Category: Self-management</p> <p>Cluster: Reflection</p>		