

Teacher(s)		Subject discipline	group	and	
Unit title	Trampolining	MYP year	3	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Aesthetics	Refinement and Choice	Personal and cultural expression (practice and competency)
Statement of inquiry		
Students practice and develop competency through refining skills and choosing movements to display an aesthetic routine.		
Inquiry questions		
<p>Factual— What are the basic shapes of gymnastics?</p> <p>Conceptual— How does height contribute to an aesthetic performance? How can accuracy and fluency create better scoring routines?</p> <p>Debatable— To what extent does flexibility limit gymnastic performance?</p>		
Objectives	Summative assessment	

<p>B- Planning for performance</p> <ul style="list-style-type: none"> i. develop goals to enhance performance ii. design, explain and justify a plan to improve physical performance and health. <p>D- Reflecting and improving performance</p> <ul style="list-style-type: none"> i. explain and demonstrate strategies to enhance interpersonal skills ii. analyse and evaluate the effectiveness of a plan based on the outcome iii. analyse and evaluate performance. 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal- To plan and perform a 12 bounce routine and reflect on strengths and weaknesses</p> <p>Role- A trampolinist</p> <p>Audience- The class</p> <p>Situation- You must perform and reflect on your routine for an upcoming competition</p> <p>Purpose- To better understand trampolining competition as well as reflect on personal 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>Approaches to learning (ATL)</p>		
<p>In order for students to analyse their strengths and weaknesses, students will be explicitly taught self-management and reflective skills when making and reviewing their trampoline routines.</p>		

Action: Teaching and learning through inquiry

Learning objectives	Learning experiences and teaching strategies <i>Space for you to develop approaches to learning</i>	Formative assessment	Differentiation and challenge	Resources
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