



**What should I already know?**

Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas.

**By the end of the unit I should know**

Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.

**Head:** Selects a component for improvement and use guidance from others.

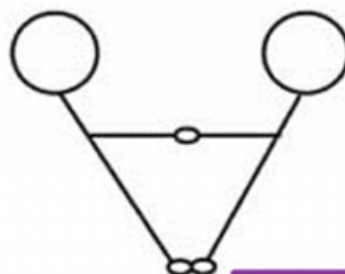
**Hand:** Attempt to perform more complex skills in isolation such as round-off.

**Heart:** Work responsibly in trust exercises and when counterbalancing.

**Equipment**

mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops.

Symmetrical counterbalance



**Vocabulary**

Round off.

Explore symmetry.

Explore asymmetry.

Counterbalances.

Performing.

Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.

**Key Questions**

1. What makes a performance aesthetically pleasing?
2. How can you be a good partner in counterbalances?
3. Why do you need good communication with a partner or group?

**Concept**

A counterbalance is created when one weight balances another. The counterbalance allows a person to stay balanced even when their centre of gravity moves. With a partner, counterbalance can be created by pulling/holding or pushing.



<u>Question 1</u>	<u>Start of Unit</u>	<u>End of Unit</u>
Don't know		

<u>Question 2</u>	<u>Start of Unit</u>	<u>End of Unit</u>
Don't know		

<u>Question 3</u>	<u>Start of Unit</u>	<u>End of Unit</u>
Don't know		

**What I would like to find out?**

**Answers to my questions...**