

EaD Comprehensive Lesson Plans

Strand:	Physical Activity Education	Sub-Strand:	Traditional/Global Rhythmic Gymnastics, Game and Dance
----------------	-----------------------------	--------------------	--



or




0248043888

<https://www.TeachersAvenue.net>

<https://TrendingGhana.net>

BASIC 9

WEEKLY LESSON PLAN – WEEK 10

Content Standard:	B9.2.1.3 Demonstrate understanding of performing a variety of traditional gymnastics and adaptations for inclusivity and cultural identity		
Indicator (s)	B9.2.1.3.1: Create and classify a variety of traditional/global rhythmic gymnastics and adaptation according to levels of intensity. E.g. low, moderate and vigorous intensity.	Performance Indicator: Learners can perform varieties of rhythmic gymnastics.	
Week Ending	15-11-2024		
Class	B.S.9	Class Size:	Duration:
Subject	Physical Education		
Reference	Physical Education Curriculum, Teachers Resource Pack, Learners Resource Pack.		
Teaching / Learning Resources	Poster, Pictures, video	Core Competencies:	<ul style="list-style-type: none"> • Critical thinking • Problem Solving
DAYS/DATE	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY	Discuss with the Learners about the meaning of “gymnastics”.	<ol style="list-style-type: none"> 1. Assist Learners to identify the features of traditional gymnastics. 2. Demonstrate on varieties of traditional gymnastics whilst Learners observe. 3. Assist Learners to practice performing varieties of traditional gymnastics. <p>Gymnastics, the performance of systematic exercises often with the use of rings, bars, and other apparatus either as a competitive sport or to improve strength, agility, coordination, and physical conditioning</p> 	Learners in small groups to identify traditional gymnastics in their locality.



THURSDAY

Review Learners knowledge on the previous lesson.

1. Assist Learners to adapt and perform traditional gymnastics for inclusivity and cultural identity.
2. Learners brainstorm to classify traditional gymnastics into low, moderate and high intensity levels.
3. Discuss with the Learners about examples of global gymnastics.
4. Learners in small groups to discuss and report to the class about the difference between traditional and global gymnastics.
5. Assist learners to differentiate between acrodance and rhythmic gymnastics.

Differences Between AcroDance and Gymnastics

Gymnastics is considered a sport while **AcroDance** is considered an art. The venues where each of these athletes train are vastly different. While many of the skills look similar, the techniques and apparatus used to train are very different.

1. Art Vs Sport

Through questions and answers, conclude the lesson.

Exercise;

1. Write 5 examples of traditional rhythmic gymnastics
2. State 5 examples of global rhythmic gymnastics.



Acro skills are comprised of balances, tumbling, and contortions executed with grace and long lines. They are often fused in a lyrical, contemporary, or jazz routine with the minimal obvious preparation and seamless transitions before and after a trick embracing the feeling, spirit, and character of the performance. As with any art form **AcroDance** is a vision and personal interpretation of the music by the dancer as they tell the story through expression with their body.



Gymnasts are powerful, meticulously trained athletes and must execute spectacular tumbling lines in conjunction with jumps and turns while encompassing the entire floor area. Ultimately, their objective is to become the best and to win - as is the goal with any sport. **Gymnasts** are trained to be highly competitive, learning a series of mandatory skills which are rated in a level of difficulty for scoring.

2. Training and Performance Venues



AcroDance is traditionally performed on a hard surface, usually a stage that is unforgiving. **AcroDancers** must learn to absorb the impact of the unforgiving surface in order to protect and maintain healthy bodies. The performance area is on average only a fraction of the size of a gymnastics floor area



Gymnasts train on a sprung floor with actual springs built into the mats (2"-4" springs under 1" of plywood, with 2 " of carpet bonded foam layer ovetop) This allows gymnasts to get a lot of height with their tricks and there is a forgiving surface with which to repeatedly practice advanced tumbling passes over and over day after day.

3. Performance Objectives, Expression, and Aesthetics



When **AcroDance** is performed at a competition, there are no mandatory requirements or points for more specific skills. Dancers are judged on a criteria reflective of the over-all performance. This includes technique and execution, presentation, including timing, rhythm, and emotion, age-appropriateness and the over-all impression. It is subjective to personal opinion. The overall appropriateness of an acro skill (does it belong in the routine or is it just there because the dancer can perform it) is also important. **AcroDancers** use music, fluidity, with dance to tell a story and elicit an emotion.



A **Gymnast's** goal is to be the best and win. The objective of a gymnastics floor routine is to be hard-hitting, with advanced tumbling lines, executed with power and precision, and sticking the landing to perfection. **Gymnasts** are trained to be highly competitive, learning a series of mandatory skills, which are rated by levels of difficulty for scoring and where every fall or wobble is a deduction to their overall score.

Both AcroDance and Gymnastics require a high level of training, passion and dedication to safely reach the status of an elite athlete or performer.

4. Technical Variances

Although many skills look similar, AcroDance must use different techniques to train their dancer to safely protect their bodies.

AcroDance

- Unforgiving floor - Dancers must train to get the necessary lift from their bodies to safely make their tricks look light and effortless.
- Dancers aim to engage the audience at all times, considering transition steps and placement of arms to enhance the artistic process.

Gymnastics

- Utilizing the large performance area and driving into sprung floor the gymnast gains power and height to complete their complex tumbling lines.
- It is the nature of the sport to get the optimal value from the performance

Name of Teacher:

School:

District: