



Riker Hill Elementary Physical Education



GYMNASTICS

<u>Grade Level</u>	<u>Bench Marks</u>
<u>KINDERGARTEN</u>	<u>1ST GRADE</u>
<p>Balances: stork, arabesque Crabwalk: 10ft F/B Pencil Roll: 10ft (layout position) Egg Roll: 10ft (tuck position)* Seal walk: 6ft* Forward Roll: to knees to sit or feet* Donkey Kick: on box with feet hand height* Pinwheel: basic transfer of weight using boxes* Walking board: Forward/Right Sideways /Left Sideways</p> <p>Vault: jumping and landing from height of 2ft</p>	<p>Balances: stork, arabesque Crabwalk: 20ft F/B Pencil Roll: sideways 10ft (layout position) Egg Roll: 10ft (tuck position) Seal walk: 12ft Forward Roll: to feet Positions: Lay Out / Tuck / Pike / standing back rocker Donkey Kick: on box-feet above hand height Pinwheel: transfer of weight using boxes Vault: jump and land from height of 2ft Beam: Forward/Sideways/Backwards/Balance Balance on beam: stork, arabesque</p>
<u>2ND GRADE</u>	<u>3RD GRADE</u>
<p>Balances: arabesque, scale Crabwalk 25ft F/B* Pencil Roll: sideways 10ft (layout position) * Egg Roll: 10ft (tuck position) * Seal walk: 18ft Forward Roll: 2X continuously double) Positions: LO/T/P/standing back rocker* Backward Roll: using hands to knees or feet Donkey Kick: on box-feet high level Pinwheel/Cartwheel: transfer weight at high level Vault: jump and land from height of 3ft* Beam: Forward dip walk/Sideways(grapevine)/Back dip walk/Balance</p> <p>Balance on beam: symmetrical, asymmetrical Climb Rope 6ft</p>	<p>Balances: arabesque, scale Forward Roll: double straddle* Positions: Lay Out / Tuck / Pike / standing back rocker* Backward Roll: to feet* Pinwheel/Cartwheel: transfer weight at different levels Tripod/Tip up Vault: tuck, flank * Climb Rope: 9ft Positions on ropes: hang-tuck & skin the cat * Beam: Forward dip walk/Sideways grapevine/Backwards dip walk/Pivot turns/Balance* Support weight while travel on apparatus (whittle)*</p>
<u>4TH GRADE</u>	<u>5TH GRADE</u>
<p>Balances: arabesque, scale, assemble, fouette, sissione Forward Roll: sequence with balances scale-arabesque Backward Roll: to feet with balances Pinwheel/Cartwheel: transfer weight at differ levels Inverted balance: Tripod/Tip up/Headstand Vault: tuck, flank, front * Beam: Forward dip walk/Sideways grapevine/Backward /Pivot turns/Flight skills/Balance*</p> <p>Climb Rope: 12ft Positions on ropes: hang-tuck-pike & skin the cat * Gymnastics routine (2 passes) Support weight while travel on apparatus (whittle)*</p>	<p>Balances: arabesque, scale, assemble, fouette, sissione Forward Roll: sequence w/ balances, dive and walk out Backward Roll: to feet w/ balances assemble, fouette, sissone</p> <p>Cartwheel/Round-off: transfer weight at diff levels</p> <p>Inverted balance: Tip-up/Headstand/Handstand Vault: tuck, flank, front, straddle Beam: Forward dip walk/Sideways grapevine/Backward /Pivot turns/Flight skills/Balance *</p> <p>Climb Rope: 12ft * Positions on ropes: inverted hang-tuck-pike Gymnastics routine (3 passes) Support weight while travel on apparatus (whittle)</p>

Dear Parents,

Your child has been working very hard on their gymnastics skills and has been or will be evaluated on the benchmarks listed on this page for each grade level. In addition to improving and refining skills, the 5th grade students have been working hard to organize a variety of gymnastics skills to create their own routine that is appropriate according to their ability, experience and comfort level. Through this creative practice/design, students demonstrate their deep understanding & appreciation of these skills and concepts by sharing and observing each individuals movement expression & interpretation.

This project serves as a summative assessment to evaluate your child's ability to demonstrate their understanding of the essentials of gymnastics by combining skills to create smooth transitions from one skill to the next. The students will receive a routine sheet which will be used in class to create their project. The sheet will contain routine design and instructions, project checklist for each day, and the rubric that will be used to grade their routine for both design and performance. Students will also use this rubric to self evaluate their own performance after their demonstration.

The students will include on this sheet the date as to when the routine is expected to be finished to perform in class which may change based on time. We would like to invite the parents (parent or guardian only) to come to see their child perform their child's routine. If you would like to come in to see your child's performance, please send a note with your child to turn in to me stating that you would like to come in to observe their routine performance. If you have any questions feel free to e-mail me at jtahan@livingston.org.

Thank you,
Mr. Tahan

Gymnastics Routine Self Project Assessment

- Design (50%) Scale 1-5 By Intervals of .5
- Development of Written Routine----- (1-5)
(Design of skills - met criteria - sequence & organization of skills)
 - Completion of Assignment criteria----- (1-5)
(Completed routine requirement - Neat)

Development of Written Routine (1-5)

(Design of skills - met criteria - sequence & organization of skills)

- 1 – Poor: Failed to meet criteria - sequence & organization is inappropriate
- 2 – Below Average: Met less than half criteria - below average sequence & organization
- 3 – Average: Met most criteria - average sequence & organization - average transitions
- 4 – Good: Met almost all criteria - good sequence & organization - provides smooth transitions
- 5 – Excellent: Met all criteria - great sequence & organization - provides smooth transitions

Completion of Assignment criteria (1-5)

(Completed routine requirements – check list - Neat)

- 1 – Poor: Failed to Present Assignment completed
- 2 – Below average: Quarter Complete and Very Sloppy
- 3 – Average: Half Complete and Slightly Sloppy
- 4 – Good: Mostly Complete and Neat
- 5 – Excellent: Fully Complete and Very Neat

- Performance (50%) Scale 1-5 By Intervals of .5
- Individual Skill Execution----- (1-5)
(Performs at individual level - Performs skills correctly and safely)
 - Presentation of Routine in Entirety----- (1-5)
(Performance of transitions - Mat placement - Memorization)

Individual Skill Execution (1-5)

(Perform skills relative to individual level - Performs skills correctly and safely)

- 1 – Poor: Cannot Perform - Performs Incorrectly - Performs Unsafe
- 2 – Below average: Poor skill perform/ Personal Difficulty level not challenging-performs most skills safely
- 3 – Average: Average skill demo & personal difficulty level - performs skills safely
- 4 – Good: Good skill demo and moderate-challenging personal difficulty level - performs all skills safe
- 5 – Excellent: Excellent skill demo and highly challenging personal difficulty level - performs all skills safe

Presentation of Routine in Entirety (1-5)

(Performance of transitions - Mat placement - Memorization)

- 1 – Poor: Poor transitions - Performs Incorrectly - too short or off mat three times - Not Prepared
- 2 – Below average: Below Average transition - too short or off mat twice - Difficultly memorizing
- 3 – Average: Average transitions - too short or off mat once - Memorized most of routine
- 4 – Good: Good transitions - good mat placement - Memorized almost completely
- 5 – Excellent: Excellent transitions – Accurate mat placement - Memorized completely

Design Total: _____

Performance Total: _____

Performance + Design total: _____ / 20 = _____ Total Routine Grade



