Dance

and

Gymnastics

Physical Education 10

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Education 3601: E1

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**Unit Plan Defense**

**Introduction:**

From personal experience dance and gymnastics are very likely to be linked with negative connotations. My unit plan is designed to eliminate the negative connotations, and replace it with a desire to participate. I believe that it’s in the hands of the physical education teachers obligation and job to create students that are engaged in activity for life. Gymnastic skills help individuals for life, by enhancing their balance and flexible individuals decrease their chances of getting hurt, and increase their chances of being active for life. Dance is an activity that is practiced world wide and lifelong, knowing how to perform principles of dance can enrich a person’s life in similar ways to gymnastics. With the positives explained, I wanted to create a unit plan that promoted participation and engagement through the activities of dance and gymnastics. Through different activities and games, the students will learn and practice multiple locomotor and non-locomotor movements along with demonstrating different ways to move in space. With discussion students will develop a sense of safety precautions when participating in activities, the students will learn the proper way to fall, demonstrate and practice safety procedures such as checking the environment for hazards. In addition, discussions will also incorporate assessing the warm-ups done in class, developing their knowledge about what makes a good warm-up and why. Leadership skills will be incorporated and practiced in many of the activities and games that students will engage in through the unit. The performance task that students will take part in will be recorded and will incorporate many aspects of the program of studies, they will be choreographing a dance routine as a group, working on collaboration, communication, teamwork skills, locomotor and non-locomotor movements in relation to gymnastic. The students will be aware of what is expected of them and what the focus is for the class, in addition they will be clear on what is going to be assessed. For additional information on assessment see assessment section on page 9.

**Classroom Management:**

I want to create an energetic and enthusiastic physical education environment. I want the gymnasium to be a place of excitement and acceptance. In order to create my ideal environment, I am going to incorporate music into as many things as possible. Music will be playing when the students enter and leave the gym. I want to hold myself accountable for making sure that I am prepared and ready to go when my students enter the gym so that I able to greet and create relationships with my students. My unit on gymnastic and dance will be started the second week of my practicum, so by the start of my unit I will have already played some sort of name game to develop my knowledge of the students in my class. I think it is important to learn the student’s names as using names fosters many aspects of classroom management. Being able to say good morning to the kids and use their names can go a long way with controlling behaviours in the class. In addition, knowing the student’s names makes organizing activities and creating appropriate groups more effective and efficient which leads to positive classroom management. Having set routines also will enhance classroom management, the students already have a set routine of getting dressed and sitting down to do attendance. The attendance is student lead, which frees the teacher up to interact with the students while attendance is going on. In regards to creating activities that will eliminate the negative connotations of dance and gymnastics I have integrated dance and gymnastic movements into different types of games. To name a few, I will be doing a modified game of the game buffalo run, where the students will be moving around the gym while demonstrating the dance steps to two stepping. I will also integrate dance movements into soccer baseball, I will play this game at the start of the dance portion of the unit to break the ice into dance. When the students are playing soccer baseball they will encouraged to dance when they are not moving (in line, in the field, waiting on the base). I think the strategy of integrating dance into games will create a safe environment for the students to try and develop their dancing and gymnastic skills. I believe with the diverse methods of motivational strategies I have implemented in my unit plan, I will be able to break down the negative thoughts and feelings about dance and gymnastic and foster a safe, positive and enthusiastic environment.

**Unit Plan**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date | Lesson Title | GLO | SLO | Learning Activities | Assessment | Safety | Instructional Strategies | Equipment | Mot |
| Mar,14  (Mon) | Stunt-  astics | A  D | D10-3  A10-12 | *Students will…*  *LO 1 (D10-3): demonstrate safe producers within the gymnastic setting.*  *LO2 (D10-3): show the proper way to fall.*  *LO 3 (A10-12): demonstrate individual balances and stances.*  L1-Intro & warm-up (Pre-assessment)/stretch  -Pre-assessment will be an activity that I will use to get to know what my students want to do in the dance unit. I will get to know what my students are stressed about in the up coming gymnastic and dance unit.  -I will incorporate the pre-assessment in an activity so that it is engaging for the students.  L2- Safety talk (LO1)  -It is important to make sure that the students are aware of the safety precautions that go with the gymnastic and dance activities.  L3- Learn how to fall & game with falling technique (LO2)  L4-Stuntastics Stunts (single balances…monkey stands, head stands)  -use direct instruction to show different balances and have the students practice at their own pace afterwards. | **Pre-Assessment (for)**  -Taking in what the students feel about the upcoming unit on dance and gymnastic. I will incorporate the pre-assessment into a warm up activity so that the students are getting warm and I am getting the information I want and need to prepare appropriate and engaging lesson plans.  **Observation Checklist (for/of)**  **(LO1, LO2 & LO3)**  -Are they falling properly (following the steps of falling)  -Demonstrating balances  **Daily Participation (of) (LO2)**  -These marks will reflect the student’s effort, attitude, safety, and effort to follow rules and show proper etiquette. It will be recorded on a 5-point rubric that outlines what the students need to do in order to receive 5 out of 5 for that day. | -Bare feet or shoes wore  -No jewelry/ belts, zippers  -Proper progressions  -On-site supervision  -Taught proper way to fall & safe landing techniques  -Movements should be done within ability  -Implement dominant movement pattern (DMP) | Direct Instruction | -Matts  -Music  -Pencils  -Sticky notes  -Big Paper  -Markers | -Music will playing when they walk into the gym to start off the class with energy  -Started off with balances to engage the class in different and interesting things they can do with others |
| Mar,16  (Wed) | Stunt-  astics | A  C | A10-12  C10-5  C10-4 | *Students will…*  *LO1 (A10-12): practice basic gymnastic skills in combination with each other and self.*  *LO2 (C10-5): demonstrate positive teamwork skills.*  *LO3 (C10-4): practice leadership skills related to physical activity.*  *LO4 (C10-4): assess leadership skills related to physical activity.*  L1-Overview/safety & warm-up/stretch: Whip it Na Na  L2- Stations to work on gymnastic skills (LO1)  -stations set up around the gym and students will move through the stations at their own pace and show me when they think that they have mastered the skill  L3-Human Sculpture (LO2)  🡪 Work with partners, or in small groups, to create a human sculpture focusing on the theme of balance. Try symmetrical, contrast, and assisted balances.  L4- Shadow/ Monkey See Monkey Do (LO3 & LO4)  🡪 Assume various roles with a partner while creating sequences; (e.g. matching, mirroring). Understand that both partners must be able to perform the movements in the sequence. | **Observation Checklist (of/ for) (LO1, LO2, LO3, LO4)**  -yes or no to showing positive teamwork  -checklist of different skills (jump, twist, roll)  **Daily Participation (of) (LO1)**  -These marks will reflect the student’s effort, attitude, safety, and effort to follow rules and show proper etiquette. It will be recorded on a 5-point rubric that outlines what the students need to do in order to receive 5 out of 5 for that day. | -Bare feet or shoes wore  -No jewelry/ belts, zippers  -Proper progressions  -On-site supervision  -Taught proper way to fall & safe landing techniques  -Movements should be done within ability  -Implement dominant movement pattern (DMP) | Direct Instruction  PSI | -Matts  -Music  -Stunt print outs per group | - Music will playing when they walk into the gym to start off the class with energy  -Activities that have provided the students with the freedom to work at their own pace |
| Mar,18  (Fri) | Dance | C | A10-1  D10-4  A10-8 | *Students will…*  *LO1 (A10-1): show and refine a variety of locomotor skills and movements.*  *LO2 (D10-4): assess the concepts of warm-ups.*  *LO3 (A10-8): practice principles of dance to improve their performance.*  L1- Overview/safety & Dance Dance Revolution warm-up/stretch (LO1, LO2)  L2- Dancing Soccer Baseball:For any game that the students are stationary for periods of time, have them dancing hip hop on the spot! If they are on the bases they must be dancing. If they are waiting a turn they must be dancing. Make sure to play the music to get them moving. This can work for many different activities  L3- Line Dancing (stomp, line-dancing, New Zealand Haka dance, hoop dancing🡪 watch video on hoop dancing) (LO3)  L4- Cool Down  -yoga stretches, breathing and group discussion about the day and warm-up | **Group Discussion (as, for) (LO2)**  -discuss the warm-up of dance dance revolution  🡪Did you like the warm-up?  🡪What made it a good warm-up?  🡪How could we improve the warm-up?  **Daily Participation (of) (LO1)**  -These marks will reflect the student’s effort, attitude, safety, and effort to follow rules and show proper etiquette. It will be recorded on a 5-point rubric that outlines what the students need to do in order to receive 5 out of 5 for that day. | -On-site supervision  -appropriate warm-up and cool-down  -Clothing is suitable | TGFU  Direct Instruction | -Music  -Projector  -Screen  -Computer | - Music will playing when they walk into the gym to start off the class with energy  -Dance Dance Revolution  -Dancing soccer baseball as a motivator to start dancing |
| Mar,22  (Tues) | Dance | A | A10-9  A10-8  C10-6 | *Students will…*  *LO1 (A10-9): perform dances for self and others.*  *LO2 (A10-8): practice principles of dance to improve their performance.*  *LO3 (C10-6): demonstrate positive dance etiquette that shows respect for self and others.*  L1-Overview/ safety & warm-up/stretches (Line Dancing)  L2-Class Discussion on Dance etiquette (LO3)  🡪Discuss appropriate social etiquette for dance (e.g. active participation and gracious ways to accept an invitation, and demonstrate these respectful behaviours throughout the unit.  L3- Two Step Steps (LO2 & LO1)  L4- Buffalo run (with two steps) (LO2)  L5- Hoedown (LO1, LO2 & LO3)  -practice line dancing and two step dancing, when a song comes on the students will decide what dance to do and behave appropriately | **Observation Checklist (of/ for) (LO2, LO3)**  -if students are correctly understanding the dance steps  - showing dance positive dance etiquette  -tell me an aspect of dance etiquette  **Daily Participation (of) (LO1)**  -These marks will reflect the student’s effort, attitude, safety, and effort to follow rules and show proper etiquette. It will be recorded on a 5-point rubric that outlines what the students need to do in order to receive 5 out of 5 for that day. | -On-site supervision  -appropriate warm-up and cool-down  -Clothing is suitable | Direct Instruction  TGFU | -Music & music playlist for dances | - Music will playing when they walk into the gym to start off the class with energy  -using games to practice the two step dancing is a motivation for the students. Brings in variety to the class. |
| Mar,24  (Thurs) | Olympic | A | A10-12  A10-9  A10-1 | *Students will…*  *LO1 (A10-12): perform a combination of basic gymnastic skills with a group.*  *LO2 (A10-9): choreograph a dance with others.*  *LO3 (A10-1): refine locomotor movements and concepts within their created routine.*  L1- Introductions & warm-up (line dancing & two-step (buffalo run)  L2- Teams practice (LO2 & LO3)  -walk around to the teams and give feedback  -have the teams create their own salute  L3- March in & Salute  L4- Teams compete & record routine (LO1, LO2, &LO3) | **Video (of)**  **(LO1, LO2, & LO3)**  -Teams will video final performance and hand into me  -mark on rubric  🡪skills, relationship, space, gymnastics skills incorporated  **Self Assessment (of) (LO2)**  -while teams are working I will ask if they are including everyone in the dances, and showing elements of teamwork  **Daily Participation (of) (LO1, LO2, LO3)**  -These marks will reflect the student’s effort, attitude, safety, and effort to follow rules and show proper etiquette. It will be recorded on a 5-point rubric that outlines what the students need to do in order to receive 5 out of 5 for that day. | -Bare feet or shoes wore  -No jewelry/ belts, zippers  -Proper progressions  -On-site supervision  -Taught proper way to fall & safe landing techniques  -Movements should be done within ability  -Implement (DMP) | Sport Education Model | -Matts  -Music  -iPad/ iPhone  -Costumes (if wanted)  -Hula hoops | - Music will playing when they walk into the gym to start off the class with energy  -Integration of technology  -Freedom of choice to make up any form of dance they want |

**Assessment Plan**

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| **Stage 1 – Desired Results** | |
| **Established Goals:**  **GLO- Activity**  **A 10—1** Apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance  **A 10—8** Apply the principles of the dance to improve performance  **A 10—9** Choreograph and perform dances for self and others (e.g. jazz, social and novelty)  **A 10—12** Apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group (e.g. educational, rhythmic and artistic)  **GLO- Cooperation**  **C 10—1** communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity  **C 10—4** describe, apply, monitor an assess leadership and followership skills related to physical activity.  **C 10—5** develop and apply practices that contribute to teamwork  **C 10—6** identify and demonstrate positive behaviours that show respect for self and others  **GLO- Do It Daily…for Life**  **D 10—3** select and apply rules, routines and procedures of safety in a variety of ways  **D 10—4** analyze, design and assess warm-up and cool-down activities | |
| **Understandings:**  *Students will understand that…*   * Dance and gymnastic movements will support lifelong movements (balance, flexibility) * All types of dance can lead to an active way of life. * Positive interactions with others is an important aspect of dance and gymnastics. | **Essential Questions:**   * How can principles of dance and gymnastics positively impact one’s life? * Can dance be a lifelong activity? If so, why and how? * Are there appropriate ways to interact with individuals when partaking in activities that take trust? |
| *Students will know…*  **Cooperation**  (C10-4): demonstrate leadership skills related to physical activity.  (C10-4): assess leadership skills related to physical activity.  (C10-5): demonstrate positive teamwork skills.  (C10-6): demonstrate positive dance etiquette that shows respect for self and others.  **Do it daily…for life**  (D10-3): demonstrate safe producers within the gymnastic setting.  (D10-4): assess the concepts of warm-ups. | *Students will be able to do…*  **Activity**  (A10-1): show and refine a variety of locomotor skills and movements.  (A10-1): refine locomotor movements and concepts within their created routine.  (A10-5): practice basic gymnastic skills in combination with each other and self.  (A10-8): practice principles of dance to improve their performance.  (A10-9): choreograph a dance with others.  (A10-12): demonstrate individual balances and stances.  (A10-12): perform a combination of basic gymnastic skills with a group.  **Do it daily…for life**  (D10-3): show the proper way to fall. |

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| **Learning Outcomes** |  | |
| **Title** | **Pre-assessment** | | **Daily Participation** | **Dance Routine** | **Self Assessment** | **Group Discussion** | **Observation Checklist** |
| **Type (Formative/Summative)** | **F** | | **S** | **S** | **F/AS/S** | **F/AS** | **S** |
| **Weighting** | **N/A** | |  | **20%** |  | **N/A** |  |
| **A 10—1** Apply and refine loco-motor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance | |  | |  |  |  |  |  |
| **A 10—8** Apply the principles of the dance to improve performance | |  | |  |  |  |  |  |
| **A 10—9** Choreograph and perform dances for self and others (e.g. jazz, social and novelty) | |  | |  |  |  |  |  |
| **A 10—12** Apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group (e.g. educational, rhythmic and artistic) | |  | |  |  |  |  |  |
| **C 10—1** communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity | |  | |  |  |  |  |  |
| **C 10—4** describe, apply, monitor an assess leadership and followership skills related to physical activity. | |  | |  |  |  |  |  |
| **C 10—5** develop and apply practices that contribute to teamwork | |  | |  |  |  |  |  |
| **C 10—6** identify and demonstrate positive behaviours that show respect for self and others | |  | |  |  |  |  |  |
| **D 10—3** select and apply rules, routines and procedures of safety in a variety of ways | |  | |  |  |  |  |  |
| **D 10—4** analyze, design and assess warm-up and cool-down activities | |  | |  |  |  |  |  |

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| **Assessment Tool Overview** | | | | | |
| **Assessment Tool Title** | **Outcomes** | **Brief Description** | For | AS | OF |
| Pre-Assessment | All Outcomes | One the first day of my unit I will incorporate the pre-assessment into the warm-up activity. I will set up big pieces of paper around the gym with questions that the students will answer. By incorporating the pre-assessment into the warm-up, I will be completely the pre-assessment in a quick and easy manner. The students will have clear instructions for what I am looking for, so I will get the information that I am looking for. The pre-assessment is assessment for learning, I will not be taking in their responses for marks. It is merely an exercise for myself to get to know what the students want to get out of the unit, and what they are most stressed about. | X |  |  |
| Daily Participation | **A 10—1**  **A 10—8**  **A 10—9**  **A 10-12** | Dance and gymnastic are intimidating to some students, but in order for my students to be successful in the unit they need to be participating in the activities. I want to get my students moving and engaged in the activities, to enhance the motivation and drive to join into the fun I will be taking daily participation marks. These marks will reflect the student’s effort, and attitudes for the activities. It will be recorded on a 5-point rubric that outlines what the students need to do in order to receive 5 out of 5 for that day. The daily participation mark will be taken in for summative marks as I think it is important to hold the students accountable for their effort and attitude in the class, and that is why it is assessment of learning. |  |  | X |
| Self Assessment | **C 10-1**  **C 10-4**  **C 10-5**  **C 10-6**  **D 10-3** | Self assessment will be in conjunction with the dance routine, I will be asking the students to reflect on their own performance within the group. Focusing on how they worked within the team, how much effort they gave to the group, how cooperative they were within the group, and what mark they think they deserve for their groups performance. I have included both assessment as learning and assessment of learning because of the self reflection that my students will be partaking in, along with the summative mark that will come from the self assessment. |  | X | X |
| Observation Checklist | **A 10—1**  **A 10—8**  **A 10—9**  **A 10-12**  **C 10-1**  **C 10-4**  **C 10-5**  **C 10-6**  **D 10-3**  **D10-4** | Throughout each day students will have the opportunity to demonstrate the skills and attitudes that are required by the program of studies. I will record their completion of the skills and attitudes on a checklist. I may not get all the students on the same day, but I will continually be assessing the students and providing the time and space for the students to show me their skills. If a student cannot do the skill, I will scaffold the student with different types of activities or tasks to try and get them to the level that is expected. I have included assessment for learning as well as assessment of learning because I will be taking in the final observations as marks, but I also included the formative side because the students will have the opportunity to improve on their skills that might not meet the expectations first time along. | X |  | X |
| Group Discussion | **D10-4** | I want to engage the class in group discussion to further their cognitive abilities in relation to physical education. I will have group discussions at effective and efficient times during the lesson to ensure that the students are getting the most out of it. I have included group discussion because it is important for students to engage in communication and conversations with their peers. I will not be taking the group discussion in for marks as I solely want the information to better my teaching abilities and strategies for the class. I will be assessing the understanding and knowledge brought up by the students in the class to inform me what I need to cover more and what they have already grasped. My students will be engaged in cognitive thinking about themselves as well as the class material and that is why I have also included assessment as learning. | X | X |  |
| Dance Routine | **A 10—1**  **A 10—8**  **A 10—9**  **A 10-12**  **C 10-5**  **D 10-3** | The performance task will be a group dance routine. The students will be placed in groups and will have one class to develop and perform a dance to the class. There will be guidelines for the routines that will include moves and skills that must be incorporated into the dances, that way it will cover the specific general outcomes of the unit. Along with the guidelines the students will have the freedom for their dance to take any form they would like, they are encouraged to be creative and engaging to the audience. I will have a student in the class video tape dances, to allow me to look at the routines again to ensure they are getting the appropriate mark. The dance routine will be the last thing the students partake in, and will be used for summative assessment.  If students are absent, then I will be taking the evidence seen through the observation checklist to give them a summative mark. |  |  | X |

**Daily Participation**

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|  | **Descriptors** | **Associated phrases** |
| **5** | * Gives100% effort in all class activities, including everything from warm up, to skill work, to games, to classroom work * Greets **all** new challenges with a positive attitude and superb effort. * Goes **beyond** the minimum requirements. * Takes initiative ‘help’ without being asked | I have never tried this activity before but let’s give it a go!”  “I’m not afraid to try hard even if I’m not very good at it.”  “I’ll give my best, no matter what the activity.”  “It’s up to us to make it fun.” |
| **4** | * Participates with best effort in **ALL** dimensions of class activities (as above) * Accepts new challenges, **willingly** * Does everything asked **without** **complaining** * **Focused** during instruction | “Let’s go, I’m ready to try.”  “I am willing to do my best, and participate in all class activities,  from warm up to skills to games.”  “I am willing to give my best, even though it’s not my favorite activity.”  “I’ll do my best to make the game fun.” |
| **3** | * Works hard if they like the activity * **Little focus** or effort during the warm up * **Lack** of cooperation during instruction | “I don’t like stretching.”  “Can we play a game now?”  “This is a dumb game”  “We already know all of this, let’s just play.”  “I don’t feel like running today” |
| **2** | * Effort is seriously **lacking** * **Off task** during skill work * No focus or effort during stretch * **Disruptive** during instruction | “I didn’t bring my gym strip”  “my Mom washed my gym strip and didn’t put it in my bag”  “I don’t like this activity”  “This activity is stupid” |
| **1** | * Is extremely disruptive in class * Has a negative attitude * Shows no effort * Does not have a care to try | “I don’t care”  “I can’t do that”  “ |

**Observation Checklist**

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| Grade 10  **Y-Yes**  Demonstrates skill according to their skill level  **N-No**  Can not demonstrate skill according to their skill level yet  Student Names | Balance | Turns | Jumps | Leap | Rotations | Group Balance | Use of space | Move to Beat | Teamwork | Dance Etiquette | Fall Properly | Follows Safety | Assess Warm-ups |
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**Creative Dance Rubric**

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|  | Gold | Sliver | Bronze |
| Execution | Skills look good and no falls. The routine flows well no stops and transitions are excellent. | Some skills may not be refined, but routine flows fairly well with minor breaks, but transitions could be smoother. | Skills are not refined or are incomplete. Flow of routine is very choppy and has talking to remind each other of skills. |
| Creativity | Routine has original moves, music and/or costume and/or props.  It has a WOW factor! | Routine has common moves, but includes some original music and/or props.  Creative but no WOW factor. | Routine does not show elements of creativity. |
| Skills | Skills from all five groups are demonstrated from all members in the group. | Skills from all five groups are demonstrated but not by all group members.  Skills from one or two groups are missing from routine. | Skills from more than two groups are missing from routine. |
| Safety | All skills are safe elements. No flips or three tiered pyramids. Mats are pushed together and are secured together. Socks and jewelry are not worn. | Some skills are unsafe or should not be performed. Some safety rules are not followed. | Flips or restricted moves were added into routine without permission. |

Creative Dance Components

**Routines Must Include:**

* 10- 12 skills: Ensure that every group member has at lease one skill from all 5 of the following groups
  + Turns—on one foot **or** in the air
  + Rotations—log rolls, forward rolls, shoulder rolls, cartwheels
  + Jumps—two feet to two feet
  + Leaps—one foot to one foot
  + Balances—on 1-3 body parts **or** headstands/handstands
* Creative opening and closing poses
  + Examples maybe:
    - Pyramids
    - Use of props
* Safety is being followed
  + No flips
  + No three tiered pyramids
  + Mats are secured together
  + No socks or jewelry