**Year 8 – Cheerleading**

|  |  |
| --- | --- |
| **Unit aim** | Pupils should become more competent, confident and expert in their techniquesPerform cheer sequences using advanced cheer techniques within a range of cheer levels.Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |
| **Lesson outcomes** | Create a cheer dance section using:LevelsCanonFormations | Combination cheer jump | Cheer Stunts | Cheer Pyramids | Putting all the elements together for assessment |
| **Intended Knowledge** | Students will know…1. What does a successful (winning) cheer dance look like?
2. Recap over what are levels, canon and formation.
3. Why it is important to have different dynamics and lots of different things going on in a cheer dance.
 | Students will know…1. What is a pike jump?
2. How to connect jumps together
3. How to create their own combinations of cheer jumps
 | Students will know..1. The difference between standing tumbles and running tumbles.
2. A range of different types of tumbles to put into a routine.
3. How to perform tumbles aesthetically.
 | Students will know..1. The difference between standing tumbles and running tumbles.
2. A range of different types of tumbles to put into a routine.
3. How to perform tumbles aesthetically.
 | Students will know..1. What are the roles of the base’s, spotter’s and flyer.
2. A range of different cheerleading stunts.
3. How to work well as a team to ensure the stunt is successfully.
4. Health and safety when performing cheerleading stunts.
 |
| **Prior knowledge** | Students will have covered cheer arms in year 7 where they looked at all cheerleading arm motions. They will have also had the opportunity to create their own cheerleading arms. | Students have covered jumps in isolation in year 7. They have all practiced and performed a straight jump, tuck, star, straddle and pike and put them into a routine. | Students have performed basic cheer stunts in year 7 and understand the roles of the base, flyer and spotter.They will also have an understanding of certain hand grips required to perform certain stunts such as a death lift, double base thigh stand, teddy/V sit lift and a preparation. | Students will have prior knowledge from both gymnastics and cheerleading from year 7.The students will have previous knowledge of different tumbles such as:Handstand,CartwheelsForward and Backward rolls and forward and backward walkovers. | Students will have the knowledge from year 7 of putting all the elements together for a cheerleading routine.The sections will have been created during the previous lessons. |

|  |  |  |
| --- | --- | --- |
|  | **Unit aim** | Pupils should become more competent, confident and expert in their techniquesPerform cheer sequences using advanced cheer techniques within a range of cheer levels.Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |
| **Lesson outcomes**To be more confident and competent of applying cheerleading skills into a cheer routine in small groups to cheer music. | **Create a cheer dance section using:****Levels****Canon****Formations** | Combination cheer jump | Level 2 Cheer Stunts | Cheer Pyramids | Putting all the elements together for assessment | **Assessment – core task** |

**Lesson 1**

|  |  |  |
| --- | --- | --- |
| **Do now** | * RECAP from Year 7: What skills would you expect to see in a cheerleading routine?
* What is your prior knowledge of what cheerleading is? What did you learn from last year?
 | **Core Knowledge gained in this lesson** |
| **Teacher exposition****(I do)** | What does a successful (winning) cheer dance look like? Youtube Clip: Q+A- list/bullet point/ mind map all elements on the whiteboard.What elements can you see in this dance? What choreographic devices are being used? Why would this routine win at a competition? | Students will know…1. What does a successful (winning) cheer dance look like?
2. Recap over what are levels, canon and formation.
3. Why it is important to have different dynamics and lots of different things going on in a cheer dance.
 |
|  **Learning task (We do / you do)**  |
| *Practice***Recap from last year:****Teacher to shout out cheer motions and students perform them.****For example:****“High V”, “Low V” “Bow and Arrow”****Teacher to lead from the front with the students.****Students will learn 32 counts of cheer dance choreography created by the teacher.****The routine will include:*** **Levels**
* **A variety of strong cheer arms**
* **Change in dynamics (fast movements and slow movements)**
* **Different facings**

**Students will then practice this 32 counts in small groups.** | *Application***Progression- The next task will involve the students creating their own cheer dancing using:*** **Levels**
* **Canon**
* **Formations**

**The routine will need to be at least 16 counts and a maximum of 32 counts.****Students then perform their routine along with the teacher taught section first to the class for feedback.*** **3 Groups to perform at a time with the other groups sat watching a specific group to give feedback and then swap over.**
 |
| **Responsive adaptations** | **Developing*** Students focus on cheer dance choreographed by the teacher in small groups. Students focus on trying to remember the sequence to music or cheer counts.
 | **Securing*** Students are able to create their own cheer dance in small groups using levels, formations and canon however the routine is simple and not complex.
 | **Mastering*** Students can apply levels, formation and canon in their dance they have created. The cheer dance is creative and complex with a variety of different movements in it. The routine is also performed on time to counts.
 |
| **Progress check questions** | * What is canon?
* Why is it important to include levels, canon and formations in your routine?
* How can you demonstrate levels in your routine?
 |
| **Errors or misconceptions to look out for** | * Check their understanding of levels, formation and canon and have they included them in the routine
* Recap over and check students understanding of the choreography taught by the teacher- this might need re-teaching or sections going over.
 |

**Year 8 - Cheerleading**

|  |  |  |
| --- | --- | --- |
|  | **Unit aim** | Pupils should become more competent, confident and expert in their techniquesPerform cheer sequences using advanced cheer techniques within a range of cheer levels.Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |
| **Lesson outcomes** | Create a cheer dance section using:LevelsCanonFormations | **Combination cheer jumps** | Level 2 Cheer Stunts | Cheer Pyramids | Putting all the elements together for assessment | **Assessment – core task** |

**Lesson 2**

|  |  |  |
| --- | --- | --- |
| **Do now** | * What shapes can you make when you jump?
* What makes a successful jump?
 | **Core Knowledge gained in this lesson** |
| **Teacher exposition****(I do)** | RECAP FROM YEAR 7 What makes a successful jump?- show video clip:<https://www.youtube.com/watch?v=-TZ2SaAh-XA&t=5s>The best jump sequences in Cheerleading 2014Q+A- list/bullet point/ mind map all elements on the whiteboard.Students to identify what makes the jump successful.Answers to include:* Strong arm placements/cheer motions
* Good height
* Start and finishing the jump with feet together
* Good flexibility
* Pointed toes
 | Students will know…1. What is a pike jump?
2. How to connect jumps together
3. How to create their own combinations of cheer jumps
 |
|  **Learning task (We do / you do)**  |
| *Practice***Teacher to lead from the front with the students following:****Teacher to recap over the jumps from year 7 which include:****Straight, Star, Tuck and Straddle.*** Students make the shape in isolation on the floor.
* Students then perform the jump without a preparation jump (cheer motions)
* Students perform jump with preparation.
* Students then perform jump with preparation x 4 times.

**The teacher will teach the students a new jump which is a pike jump which will be practiced (teacher to demonstrate, students and teacher do the jump together, teacher shouts out teaching points and counts as students perform it and then students perform by themselves)****The teacher will demonstrate how to link the jumps together. Starting with a simple combination of:****Straight, Star and Tuck.**Students will then be given time to practice this jump combination.**The teacher will then demonstrate a more challenging combination including:****Pike, Straddle, Straddle.**  | *Application***Students will then need to create their own jump sections where they will need to create their own cheer jump combinations.****Level 1: Two jumps connected together****Level 2: Two jumps connected together with a further jump after a preparation.****Level 3: Three connected jumps plus an additional jump added after a preparation.****Students to practice their jump combinations in groups and focusing on what makes a good jump which was discussed at the start of the lesson (this will be available on the board)****Students then perform their jump sequences to the class for feedback in small groups.** |
| **Responsive adaptations** | **Developing**Students can perform 2 connecting cheer jumps showing some height and control however need support and more practice with the cheer motions when connecting the jumps together. | **Securing**Students can perform 2 connecting cheer jumps plus an additional jump after a preparation. The student is demonstrating good height and arm motions are strong. | **Mastering**Students can perform 3 connecting cheer jumps plus an additional jump after the preparation. The student demonstrates excellent height in jumps with good control and precise cheer motions on the jumps.Students can now think to link a tumble at the end of their jump sequence. |
| **Progress check questions** | * What are the names of the jumps we have looked at?
* Why do we perform pike jumps to the side?
* How can we make our jumps better?
 |
| **Errors or misconceptions to look out for** | * Students don’t link the jumps together correctly- they will usually either jump and then wait and jump again or jump and then perform a couple of bounces before jumping again.
* Cheer arm motions of the (whipping) of the arms when connecting the jumps together. Ensure the arms are going outwards not inwards.
 |

**Year 8 - Cheerleading**

|  |  |  |
| --- | --- | --- |
|  | **Unit aim** | Pupils should become more competent, confident and expert in their techniquesPerform cheer sequences using advanced cheer techniques within a range of cheer levels.Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |
| **Lesson outcomes** | Create a cheer dance section using:LevelsCanonFormations | Combination cheer jumps | **Level 2 Cheer Stunts** | Cheer Pyramids | Putting all the elements together for assessment | **Assessment – core task** |

**Lesson 3**

|  |  |  |
| --- | --- | --- |
| **Do now** | * What are the positions in a group stunt?
* Can you remember the names of the different stunts covered in Year 7?
 | **Core Knowledge gained in this lesson** |
| **Teacher exposition****(I do)** | Students will watch a Level 2 Group stunts routine on youtube:<https://www.youtube.com/watch?v=vjyy5z37OL0> (level 2 group stunt)Can you identify the level 2 stunts in the routine?Write down on the board either the description the student gives or the name of the stunt if they know it.Teacher will then lead the group in a mass warm up including pulse raiser and a stretch. | Students will know…1. The difference between standing tumbles and running tumbles.
2. A range of different types of tumbles to put into a routine.
3. How to perform tumbles aesthetically.
 |
|  **Learning task (We do / you do)**  |
| *Practice***Students will be put into group stunts by the teacher who will ask them all to get into height order to determine the groups.****The teacher will pick out students to demonstrate the cheer stunts in a ‘demo group’ where the teacher will talk through step by step the stunt with teaching points before setting the students to complete the stunt.****RECAP: Basic stunts to learn the grips and to get to know your group.*** **Flat back**
* **V Sit/Teddy Lift**
* **Superman lift**

**(Lower level groups- set 3 might only be able to perform these stunts and stick at level 1 if that’s the case work on how to link these stunts together)** | *Application***Students to learn the Level 2 stunts**(A supporting teaching card with teaching points for this lesson)**Preparation****Hitch****Dismount** |
| **Responsive adaptations** | **Developing****Students focus on 1 or 2 stunts ensuring that the stunt is performed aesthetically. Students will have a particular focus on getting in and out of the stunt safely.** | **Securing****Students create a stunt routine including at least 3 cheer stunts. After each stunt they count to 8 before moving into the next stunt.** | **Mastering****Students to create a stunt routine where they try and link stunts together so the flyers feet does not touch the floor after each stunt. They must choose stunts carefully and decide which ones can link together safely and successfully.** |
| **Progress check questions** | * What is the role of the flyer, spotters, base’s?
* Why is it important that the flyer squeezes tight during the stunts and always keeps their body strong?
* How can a group ensure the stunt hits every time?
 |
| **Errors or misconceptions to look out for** | * The flyer does no work: It is really important that the flyer can hold their own weight up and ensures they have good body tension to allow the bases to lift them.
* The spotters take the weight: Spotters main role is to protect the flyer so keeping hold of them. The only time they take any weight is during a V sit. It has been known for bases to swap position with the spotter to ensure the stunt goes up.
* Timing is KEY! If people go up on different counts the stunt simply won’t go up. They must count together and lift on the same count.
 |

**Year 8 - Cheerleading**

|  |  |  |
| --- | --- | --- |
|  | **Unit aim** | Pupils should become more competent, confident and expert in their techniquesPerform cheer sequences using advanced cheer techniques within a range of cheer levels.Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |
| **Lesson outcomes** | Create a cheer dance section using:LevelsCanonFormations | Combination cheer jumps | Level 2 Cheer Stunts | Cheer Pyramids | Putting all the elements together for assessment | Assessment- Core Task |

**Lesson 4**

|  |  |  |
| --- | --- | --- |
| **Do now** | * What is a pyramid in Cheerleading?
* How many people make group stunts make up a pyramid?
* What are the roles and responsibilities of the people in a pyramid?
 | **Core Knowledge gained in this lesson** |
| **Teacher exposition****(I do)** | Students put into height order and then put into groups.Teacher to pick a demonstration team to talk through the health and safety points of stunting and also to demonstrate the first stunt.**Teacher to show Youtube clip of Cheer Pyramids** | Students will know…1. What are the roles of the base’s, spotter’s and flyer.
2. A range of different cheerleading stunts.
3. How to work well as a team to ensure the stunt is successfully.
4. Health and safety when performing cheerleading stunts.
 |
|  **Learning task (We do / you do)**  |
| *Practice***Teacher led due to health and safety in the first instance.****Teacher to demonstrate and talk through stunts with a demo team whilst all students listen and watch.****Class practice the stunt with the teacher.****Then practice and perform by themselves** | *Application***Students to create their own pyramid using the stunts they learned in the lesson.****The pyramid should include at least 2 stunts.****Students to perform their routine at the end of the lesson and receive peer feedback on their stunts.** |
| **Responsive adaptations** |  |  |  |
| **Progress check questions** | * What is the role of the flyer, spotters, base’s?
* Why is it important that the flyer squeezes tight during the stunts and always keeps their body strong?
* Why is it important that bases lift from their legs and not their backs?
 |
| **Errors or misconceptions to look out for** | * The flyer does no work: It is really important that the flyer can hold their own weight up and ensures they have good body tension to allow the bases to lift them.
* The spotters take the weight: Spotters main role is to protect the flyer so keeping hold of them. The only time they take any weight is during a V sit. It has been known for bases to swap position with the spotter to ensure the stunt goes up.
* Timing is KEY! If people go up on different counts the stunt simply won’t go up. They must count together and lift on the same count.
 |

**Year 8 - Cheerleading**

|  |  |  |
| --- | --- | --- |
|  | **Unit aim** | Pupils should become more competent, confident and expert in their techniquesPerform cheer sequences using advanced cheer techniques within a range of cheer levels.Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |
| **Lesson outcomes** | Create a cheer dance section using:LevelsCanonFormations | Combination cheer jumps | Level 2 Cheer Stunts | Cheer Pyramids | **Putting all the elements together for assessment** | Assessment- Core Task. |

**Lesson 5**

|  |  |  |
| --- | --- | --- |
| **Do now** | * RECAP: What elements make up a cheerleading routine?
* What are the different roles in a group stunt?
* Can you give examples of different stunts, tumbles and jumps you can include in a cheer routine?
 | **Core Knowledge gained in this lesson** |
| **Teacher exposition****(I do)** | Teacher to show the following 2 clips on youtube:<https://www.youtube.com/watch?v=A-hyytJjeno> Platinum Athletics Shine- Level 1 Routine (The Summit 2019)<https://www.youtube.com/watch?v=X1UVPPaJhzs>Gloucester Wildcats Junior B- Level 1 Routine (UKCA)Can you spot the difference between the two routines?Which routine was better and why? (pair share)What makes up a successful cheer routine? (Teacher to write down responses on the whiteboard) | Students will know…1. What makes a successful cheerleading routine.
2. How to improve sections of their routine.
3. How to identify strengths and areas of improvement in their own and others routines.
 |
|  **Learning task (We do / you do)**  |
| *Practice***Students to work in small groups to put together a cheerleading routine using all the elements from each lesson.****The routine must include the following elements:*** **Cheer Dance**
* **Combination Cheer Jumps**
* **Cheer Stunts (Level 2)**
* **Join with another group to create a Cheer pyramid (this could also be done in a group of 5 depending on the level of the students)**
 | *Application***Students to create a routine in small groups including all of the cheerleading elements.****The routines are then performed to another group where they will complete a peer assessment form and they also film their routine.****Students take their feedback form and video of their routine and then work on the areas they need to improve on.** |
| **Responsive adaptations** | **Developing****Students perform:*** **2x8 cheer dance**
* **2 cheer jump combination**
* **1 cheer stunt**
* **1 basic cheer pyramid in a group of 5.**
 | **Securing****Students perform:*** **4x8 cheer dance**
* **2 cheer jumps plus an additional jump**
* **2 cheer stunts**
* **1 basic pyramid performed with another group showing good control.**
 | **Mastering****Students perform:*** **4x8 Cheer Dance**
* **3 Cheer Jumps connected with an additional jump showing excellent height, control and flexibility.**
* **3 Cheer Stunts**
* **1 pyramid performed with another group showing excellent control.**
 |
| **Progress check questions** | * What can you do to ensure your routine is aesthetically pleasing?
* Why is it important that everyone is in time?
* How can you improve your routine to make it dynamic and score well at a competition?
 |
| **Errors or misconceptions to look out for** | * Timing is KEY! If people go up on different counts the stunt simply won’t go up. They must count together and lift on the same count. This is also important for the overall routine. Everyone must be in time with the music.
 |