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Middle Years Programme

Physical education teacher support material Example interim objectives

For use with the *Physical education guide* (July 2007)

Objectives for years 1, 3 and 5 of the Middle Years Programme

Year 5 objectives

The physical education objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in the *Physical education guide* (July 2007). This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used for the final assessment of students' work during year 5.

Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible learning activities and assessment tasks that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.

MYP units of work

Examples of possible learning activities, each aligned to a set of objectives, appear in the tables that follow. Each learning activity is intended to form part of a larger unit of work designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on "Planning for teaching and learning" in *MYP: From principles into practice* (August 2008).

Within each unit of work, the **context for learning**, **significant concept(s)** and **assessment tasks** are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students' engagement with the MYP unit question and the aligned objectives.

Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions. Many of the examples of learning activities listed in the tables that follow have an obvious connection to one of the areas of interaction. Others may not, initially, show any clear connection. However, it should be possible to integrate many different types of learning activities and assessment tasks into a single unit of work.

Planning an interdisciplinary unit in collaboration with other subject teachers is also a possibility and several of the examples listed below could be designed in this way.

Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. Examples of possible assessment tasks have been included in the tables that follow. Each assessment task is intended to be integrated into a unit of work and may therefore be regarded as a formative or summative assessment task depending on the MYP unit question being explored.

Tables of objectives

Where the objectives in the tables that follow are the same for different years of the programme, there is a natural assumption that the student will gain more knowledge, understanding and skills, and become more mature as the course progresses. The units of work are therefore likely to become more complex and the underlying concepts are likely to become more sophisticated as the student progresses from one year to the next. For example, under B, movement composition, the objectives for years 3 and 5 are the same: students should be able to compose aesthetic movements. However, their compositions would need to be more complex and sophisticated in year 5 than in year 3, as indicated by the examples of possible assessment tasks and learning activities.

A Use of knowledge

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> demonstrate some knowledge of physical education terminology in context 	<ul style="list-style-type: none"> use some physical education terminology in context 	<ul style="list-style-type: none"> use physical education terminology in context
<ul style="list-style-type: none"> demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in simplified contexts 	<ul style="list-style-type: none"> demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in context 	<ul style="list-style-type: none"> demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts
<ul style="list-style-type: none"> describe and explain basic principles that contribute to fitness, and their importance in various contexts 	<ul style="list-style-type: none"> demonstrate an understanding of the basic principles that contribute to fitness, and their importance in various contexts 	<ul style="list-style-type: none"> demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts
<ul style="list-style-type: none"> use their knowledge to identify and assess the impact of factors that influence situations, and solve simple problems in familiar situations. 	<ul style="list-style-type: none"> use their knowledge to identify and analyse factors that influence situations, and solve problems in familiar and simple unfamiliar situations. 	<ul style="list-style-type: none"> use their knowledge to analyse situations and solve problems.
The student must be assessed in a non-performance/non-playing situation.		
Examples of possible assessment tasks		
Students design a fitness training programme for a single fitness component.	Students design a fitness training programme that takes into account their own levels of fitness (determined by fitness testing).	Students design a fitness training programme that specifically applies to a particular sport.
Students sit a written test involving the recall of simple rules and strategies, and some basic applications in game situations.	Students sit a written test involving the application of basic strategies and rules in new situations, together with some simple recall questions.	Students sit a written test involving the application and analysis of strategies and rules in new situations, together with some recall questions.
Examples of possible learning activities		
Students use the fitness principles of frequency, intensity, time and type to plan, design, carry out and evaluate a simple fitness training programme for two weeks to improve their cardiovascular endurance.	Students use the results of fitness tests to plan, design, carry out and evaluate a training programme that improves their two weakest fitness components.	Students plan, design, carry out and evaluate a sport-specific fitness training programme for one month.

<p>Students respond to a simple strategic problem in a game by listing and explaining the options or solutions to the problem. They are guided by the teacher into identifying the factors that may influence the outcome. (This activity could be developed into a full unit of work encompassing both the sciences and mathematics.)</p>	<p>Students observe video analysis of a small section of a game. They are then asked to identify and explain the weakness of one team in defence and, using their knowledge of the game, analyse strategic responses that could improve the team's weakness.</p>	<p>Students assume the role of coach and are provided with information about a team's weaknesses in terms of the opposition's game play. They plan various strategies in relation to the rules of the game and the strengths of the opposition and critically analyse the various strategic solutions.</p>
<p>Students calculate target heart rates during walking, jogging and sprinting.</p>	<p>Students explore the relationship between target heart rates in various types of activities and the fitness components required by those activities.</p>	<p>Students critically analyse the target heart rates measured in various sports and their relationship to the energy systems of the body.</p>

B Movement composition

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> explore simple movement possibilities and variations according to the basic principles of a particular aesthetic activity, with guidance from the teacher 	<ul style="list-style-type: none"> explore movement possibilities and variations in accordance with the basic principles of a particular aesthetic activity 	<ul style="list-style-type: none"> explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity
<ul style="list-style-type: none"> compose basic aesthetic movements 	<ul style="list-style-type: none"> compose aesthetic movements 	<ul style="list-style-type: none"> compose aesthetic movements
<ul style="list-style-type: none"> link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with guidance from the teacher. 	<ul style="list-style-type: none"> link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with limited guidance from the teacher. 	<ul style="list-style-type: none"> link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow.
For assessment of this objective, the student must perform the sequence.		
Examples of possible assessment tasks		
Students compose an aerobics dance sequence based on a series of 12 basic moves that they can modify or adapt.	Students compose a partner aerobic dance sequence that shows a change in movement concept in each section of the sequence. The music is provided by the teacher.	Students compose individual and partner aerobic dance sequences that are influenced by their own choice and style of dance. They also choose their own music to reflect their style of dance.
Students compose a simple educational gymnastics sequence that reflects the themes of rotation and flight.	Students compose a group acrobatics sequence showing simple variations in group shapes where different pathways and travelling moves are used to enter and exit the group shapes. Four group shapes/pyramids and their links should be included in the sequence.	Students compose a sequence of educational gymnastics on the floor. A variety of complex moves and links are included in the task requirements.
Examples of possible learning activities		
Students perform a short sequence of eight moves provided by the teacher. Each student then adapts the sequence by varying the levels of the moves and by adding arm actions.	Students compose a sequence of eight moves using various body parts that shows a change in levels and force within the sequence.	Students compose a partner sequence that reflects the style of their choice of music and shows variations in response to the changes in the music.
Through four basic hip-hop dance-floor moves, students explore the theme of, "The lower you are, the funkier you are." They create variations of these moves.	Students watch a break-dance video and explore new moves. They then compose a break-dance sequence of six moves that includes popping and locking moves.	Students explore African dance moves and adapt a short sequence of moves to their hip-hop composition.

C Performance

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> demonstrate the basic skills and techniques necessary for active participation in modified performance situations in a variety of physical activities 	<ul style="list-style-type: none"> demonstrate the skills and techniques necessary for active participation in some more complex performance situations in a variety of physical activities 	<ul style="list-style-type: none"> demonstrate the skills and techniques necessary for active participation in a variety of physical activities
<ul style="list-style-type: none"> apply basic tactics, strategies and rules in modified performance environments in both individual and group situations 	<ul style="list-style-type: none"> apply tactics, strategies and rules in some more complex performance environments in both individual and group situations 	<ul style="list-style-type: none"> apply tactics, strategies and rules in both individual and group situations
<ul style="list-style-type: none"> perform simple interpretations of movement concepts and basic movement sequences in a variety of physical contexts. 	<ul style="list-style-type: none"> perform movement concepts and sequences of movement in a variety of physical contexts. 	<ul style="list-style-type: none"> perform movement concepts and sequences of movement in a variety of physical contexts.
The student must be assessed in a performance/playing situation.		
Examples of possible assessment tasks		
Students participate in a modified game of volleyball with three players on each side and with modified rules.	Students participate in a modified game of volleyball with three or four players on each side and with regulation rules.	Students participate in regulation volleyball game play (with six players on each side).
Students take part in a water lifesaving rescue in a pool where they decide whether a reach rescue or a non-contact tow is the more appropriate.	Students take part in a water lifesaving rescue in a pool where one person is in difficulty.	Students take part in a water lifesaving rescue in a pool where three people are in difficulty.
Students participate in a five-a-side soccer game.	Students participate in a seven-a-side soccer game with modified rules.	Students participate in a seven-a-side soccer game with regulation rules.
Students perform a dance sequence consisting of ten basic moves that are linked simply but still flow.	Students perform a partner dance sequence that shows a number of partner formations and relationships.	Students perform a complex partner sequence that demonstrates a clear reflection of three movement concepts through variations of partner work (lifts, balances, carries, working in canon, question and answer).
Examples of possible learning activities		
Students practise and refine their basic long-jumping technique by performing various drills aimed at improvement, and by participating in small competitions where they measure their performances from a short take-off.	Students practise and refine their long-jumping technique by including a full run up and by applying the concepts of projectile motion to improve their performance.	Students learn to perform the stride, hang and hitch-kick techniques when performing the long jump and adapt these techniques to the triple jump.

<p>Students learn the basic skills and play modified games of basketball, with either two or three players on each side, and in a modified playing situation (half court).</p>	<p>Students learn some more advanced basketball skills (zone defence or fast break) and use these skills in modified, and sometimes regulation, games of basketball.</p>	<p>Students play in full court regulation basketball games for the majority of the time, although some more advanced concepts are practised in modified settings, for example, offensive rebounding in a game with two players on each side.</p>
<p>Students practise a short dance of ten basic moves and refine their performance in terms of the extension of the body parts.</p>	<p>Students practise a partner dance sequence of one minute duration and focus on the timing with their partner and the music.</p>	<p>Students practise a complex partner sequence and focus on the energy, precision and flair of the moves.</p>

D Social skills and personal engagement

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the last year, students should be able to:
<ul style="list-style-type: none"> express themselves effectively, including basic verbal and non-verbal forms of communication 	<ul style="list-style-type: none"> communicate effectively, including basic verbal and non-verbal forms of communication 	<ul style="list-style-type: none"> communicate effectively, including verbal and non-verbal forms of communication
<ul style="list-style-type: none"> demonstrate a positive attitude by supporting and encouraging others 	<ul style="list-style-type: none"> demonstrate attitudes and strategies that support and encourage others 	<ul style="list-style-type: none"> demonstrate attitudes and strategies that enhance their relationships with others
<ul style="list-style-type: none"> show respect and sensitivity to their own and different cultures 	<ul style="list-style-type: none"> show respect and sensitivity to their own and different cultures 	<ul style="list-style-type: none"> show respect and sensitivity to their own and different cultures
<ul style="list-style-type: none"> show enthusiasm and commitment when taking part in the activity 	<ul style="list-style-type: none"> take an active role in their own learning process and demonstrate enthusiasm and commitment when taking part in the activity 	<ul style="list-style-type: none"> take responsibility for their own learning process and demonstrate engagement with the activity
<ul style="list-style-type: none"> reflect upon their own achievements in terms of strengths and weaknesses 	<ul style="list-style-type: none"> make an informed reflection upon their own achievements 	<ul style="list-style-type: none"> reflect critically upon their own achievements
<ul style="list-style-type: none"> set simple goals to enhance learning and devise a basic plan for achieving them. 	<ul style="list-style-type: none"> set simple goals to enhance learning and take action towards achieving them. 	<ul style="list-style-type: none"> set goals to enhance learning and take action towards achieving them.
Examples of possible assessment tasks		
Students assess their own performances using simple self-assessment checklists.	Students carry out self-assessments by evaluating their performance and devising ways to improve it.	Students critically analyse their own performances compared to that of a model performance.
Students participate in game play and are assessed according to their levels of team work.	Students participate in game play where they adopt different roles within the team, and are assessed accordingly.	Students participate in game play and are assessed according to formation and carrying out team strategies.
Examples of possible learning activities		
Students engage in activities involving communication skills, such as cooperation, team work, listening to others, taking turns to speak, encouraging team spirit, observing team signals.	Students engage in activities involving communication skills, such as adopting different roles within a group, leading a team, signalling when refereeing.	Students engage in activities involving communication skills, such as conflict resolution, negotiation, compromise, coaching signals.
Students are asked to make positive statements about the performances of their peers.	Students are asked to give positive feedback to their peers in order to help them improve.	Students are asked to give critical feedback to their peers that must include suggestions of ways to improve.

<p>Students set simple goals to improve a swimming stroke and select two drills to practise in lessons that will help them achieve their goals.</p>	<p>Students set simple goals to improve a swimming stroke and plan a five-minute practice session for each lesson that is targeted at improving their weaker areas.</p>	<p>Students set short- and long-term goals for targeting swimming coordination and fitness. They plan and carry out a programme in their own time over a one-month period.</p>
<p>Even though examples of possible learning activities are included here, it should be noted that criterion D is integral to all teaching and learning activities and therefore should be included in every unit of work in each year of the MYP.</p>		