

WOMEN'S ARTISTIC GYMNASTICS

Level 2 Coach: Course Syllabus

INTRODUCTION

During the Level 2 course you will be given instructions on the safe preparation, progression and technique for the listed practical skills. In addition, classroom based theory will be delivered, aiming to broaden your knowledge of important topics:

- Coaching Philosophy
- Coaching styles
- Safety management
- Planning
- Fitness and training theory
- Preparation for assessment

Common Core Theory:

- Ethical coaching responsibilities
- Safety in coaching
- Group organisation
- Physical development
- The growing and developing gymnast
- Fitness and training theory
- Basic nutrition and healthy living
- Development of talent
- Physical training profile norms
- Post course and preparation for assessment
- Revision of biomechanics level 1
- Biomechanics level 2

The Level 2 Coach must demonstrate competence at developing the listed skills and techniques through recommended procedures including: prerequisite skills, physical preparation, safe and effective progressions and supporting techniques and use of training aids where appropriate.

Reference to biomechanical principles (Sport Specific Section A), must be applied throughout the practical module.

(A) HEALTH AND SAFETY

The Level 2 Coach must demonstrate a knowledge and application of:-

- a) Safe methods of handling, erecting, adjusting, dismantling and storing gymnastic apparatus
- b) Safe apparatus layouts and continuous risk assessment
- c) Executing safe falls: Falling safely when moving forwards, backwards or sideways with rotation or flight; falling safely from the apparatus; recovery techniques to avoid falls

- d) Safe spotting and supporting techniques: The use of safe and recognised “spotting” and “supporting” techniques and the principles that ensure safe and effective supporting
- e) Effective coaching skills including appropriate progressions according to age, stage of maturation, ability and readiness

(B) PHYSICAL PREPARATION

The Level 2 Coach must demonstrate an understanding and ability to teach the following:-

- a) The philosophy of good physical preparation as the foundation for all gymnastic development
- b) Examples of warm up activities including; appropriate exercises, a variety of games, landing drills, which are effective and fun
- c) Physical fitness and readiness to participate through the development of specific strength, flexibility (passive and active) and general endurance for this level of performance
- d) Cool down sessions: purpose and typical activities

Note: The level of understanding and application is illustrated and described in the Level 2 Coach resource packs.

(C) DANCE AND CHOREOGRAPHY

The Level 2 Coach must demonstrate an ability to teach:-

- a) Head, foot and arm positions and good posture in classical dance
- b) Ballet barre elements including: demi plié, full plié, battement tendu, grande battement
- c) Dance elements including: chassé, split leaps and pirouettes/turns

(D) VAULTING

- a) Preparation skills: Run up and take off; landing drills, $\frac{3}{4}$ straight front somersault to back lie onto a safe platform. Jumps and landings from platforms of varying height, taking due care and attention of the age and stage of development of the participants. Jumps to include previously learned body shapes moving forwards and backwards
- b) Vaults: Handspring onto low platform to back lie on safety modules; handspring

(E) SINGLE BAR/ASYMMETRIC BARS

- a) Low bar: Clear hip circle backwards; clear hip circle to float; short and float upstarts; upstart to handstand; cast to handstand in undergrasp and overgrasp; stoop and straddle sole circle
- b) High bar: Various types of handgrip; body shaping (arch to dish); traversing along the bar; cast from hang into basic swing (trolley swing); correct dismounting technique; recovery skills

- c) Transitions: Squat on low bar jump to hang/swing on high bar
- d) Polished bar: Shaped swings with amplitude towards the vertical and supported swings passing over the bar in gloves and loops; forward and backward giants in gloves and loops
- e) Dismounts: Undershoot from front support; undershoot from straddle/stoop on
- f) Physical preparation: as a pre-requisite to the elements listed above

(F) BEAM

- a) Adaptations for hands and feet: Adaptation of hand support positions and foot positions when transferring skills previously learned on floor to the beam
- b) Skills:
 - i) Learning to travel along the beam. Walks; runs; pivot turns
 - ii) Changing levels. From sit to stand; from astride sit swing to squat position
 - iii) Support. Handstand in the cross and side position; Split leg handstand
 - iv) Basic skills – transferring floor skills to the beam – adapting hand positions. Cartwheel for beam; Forward and backward walkovers; Lunge shape for landings
 - v) Dismounts: cartwheel $\frac{1}{4}$ turn to tucked back salto dismount
- c) Training for beam:
 - i) Spending time on beam with basic skills, leaps and jumps. Repetition of skills of a basic level to reach perfection. Use of training aids, line on floor, benches and floor beams
- d) Physical preparation: As a pre-requisite to the elements listed above

(G) TUMBLING AND FLOOR WORK

- a) Static elements and advanced levers: russian lever; top planche. Development of side/forward splits and japana; japana through side splits to front prone lying
- b) Handstands: Straddle lift to handstand; backward roll to front support; backward roll to handstand with straight arms
- c) Dynamic movements
 - Flighted forward roll
 - Headspring
 - Handspring; flyspring and combinations of these skills
 - Free cartwheel – free walkover
 - Backflip, round off backflip

- Running forward somersault, tucked
- Round off back flip, back salto, tucked

d) Physical Preparation: As a pre-requisite to the elements listed above

(H) DANCE ELEMENTS FOR BEAM AND FLOOR

a) Jumps and leaps. Split leap; stretched jump with $\frac{1}{2}$, $\frac{1}{1}$, $\frac{2}{1}$ turns, stag jump, tuck jump, straddle jump, straddle jump $\frac{1}{1}$ turn, W jump, sissone

b) Spins: Spinning on one foot, $\frac{1}{2}$, $\frac{1}{1}$ turn

c) Balances: Balances on one foot. Arabesque

d) Floor and beam complexes

i) Using lines on floor or beam to aid dance and basic element training

ii) Using the beam to develop balance

iii) Emphasis of correct body alignment paying particular attention to the correct use of arms, turn out of feet when needed, body posture and use of the head

(I) REBOUND

The safe use of the rebound situation as an aid to teaching gymnastics elements listed in the syllabus.

The Level 2 Coach must demonstrate proficiency in the following topics:-

a) Safety: In the erection, use, dismantling and storing of rebound equipment including the trampette and trampoline. Safety in the use of elastic rebound equipment, including fast track, air track, trampette and trampoline as an aid to teaching gymnastics skills within the syllabus

b) Trampoline: Introduction to correct techniques for front drop; seat drop; back drop; jumps with $\frac{1}{2}$ and $\frac{1}{1}$ turn and combinations of these skills as core elements for the teaching of gymnastic elements