

## 1. BASIC INFORMATION

<b>Course</b>	Artistic Gymnastics III
<b>Degree program</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	4
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	Spanish /English
<b>Delivery mode</b>	On campus
<b>Semester</b>	S7/S8
<b>Academic year</b>	2027/2028
<b>Coordinating professor</b>	Juan Carlos Ariza

## 2. PRESENTATION

This subject aims to delve into the Specialization in Artistic Gymnastics, training the student as a sports coach/technician specializing in practical skills both in face-to-face classes and in practices at the club or sports school. The student must feel and experience the activity of the gymnast and the coach in order to transmit and perform effectively in the professional field.

The student will learn the theoretical foundations of training planning, organization, and management, as well as the technical and methodological fundamentals in Artistic Gymnastics. They will become familiar with the practical preparation/training of a high-level gymnast and ARD. They will understand the different aspects of preparation in Artistic Gymnastics and become acquainted with club or sports school management, competition organization, and the FIG Scoring Code.

In essence, the main objective is for the student to have practical, observational, and experiential contact with the context in which a performance coach operates and the competencies they need to develop.

### 3. LEARNING OUTCOMES

#### Knowledge

**KON3.** Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Identifies the design of a sports training process related to Artistic Gymnastics considering the individual and contextual characteristics of individuals and assuming the specific principles of Gymnastics.
- Describes the design and development of teaching sessions, progressing in difficulty with objectives, content, and methodology for teaching and learning Artistic Gymnastics.
- Explains the planning, programming, application, control, and evaluation of sports training processes in Artistic Gymnastics, at different stages, especially in specialization and sports specialization.
- Recognizes the model characteristics of a coach/sports technician in different contexts of Artistic Gymnastics development (educational, recreational, and performance) and apply the corresponding adaptations in each area.

#### Skills

**SK 2.** Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Applies concepts related to basic technical fundamentals, training methods, teaching methodology, physiological, biomechanical, psychological, and social aspects in the field of Artistic Gymnastics.
- Develops behaviors and attitudes of students in training activities and practical sessions aligned with reference best practice codes.

#### Competences

**COMP2.** Formulate and apply a methodological process based on observation, reflection, analysis, assessment, performance, technical/scientific evaluation and/or dissemination in various contexts, in all areas of professional practice related to physical activity and sport.

COMP7. Design and implement—in a straightforward, natural, conscious and continuous manner—appropriate, effective, systematic and varied physical exercise and fitness programmes, based on scientific evidence, for the purpose of enabling individuals to adapt, improve or refresh certain skills related to human movement and its optimisation; ultimately to resolve unstructured problems of an increasingly complex and unpredictable nature, with a focus on particular groups within the population.

COMP8. Develop and draw on the expertise needed to analyse, design and evaluate tests that seek to assess and control physical fitness, and physical/sporting performance.

COMP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.

COMP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

## **4. CONTENT**

- TOPIC 1. The theoretical foundations of training at the Advanced Training stage
- TOPIC 2. Technical and methodological principles of apparatus for Men's and Women's Artistic Gymnastics at the Advanced Training stage
- TOPIC 3. Training methodology for gymnasts undergoing Advanced Training in Men's and Women's Artistic Gymnastics
- TOPIC 4. Elements of Artistic Gymnastics training: technique, physics and psychology
- TOPIC 5. Planning, management and organisation of Artistic Gymnastics training
- TOPIC 6. FIG Code of Points, technical regulations and Federation technical rules

## **5. TEACHING-LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

- Master class
- Case method
- Cooperative learning
- Learning based on workshop/lab teaching
- Simulation environments

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	12
Practical application classes	18
Oral presentations of works	10
Elaboration of reports and writings	6
Independent work	56
Discussions and colloquiums	8
Tutorials	12
Presential evaluation tests	2
Case Analysis	6
Activities in workshops and/or laboratories	20
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Presential evaluation tests	40-50
Oral presentations	5-10
Workshop-laboratory practice notebook	15-25
Case/Problem	5-20
Reports and written documents	10-20

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Learning folder. Practice diary.	Week 18
Knowledge test	Week 18
Evaluation of written reports. Independent work: bibliography análisis and audiovisual documents. Programming and planning works.	Week 4-17
Performance evaluation	Week 1-18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- ARKAEV, L. y SUCHILIN, N. (2004). How to create champions. The theory and methodology of training top-class gymnasts. Oxford: Meyer & Meyer Sport

The recommended Bibliography is:

- SMOLEVSKY, V.; GAVERDOVSKY, Y. (1996). Tratado General de Gimnasia Artística Deportiva. Barcelona: Paidotribo.
- SÁEZ, F. (2015). Habilidades Gimnástico-Acrobáticas. Madrid: Esteban Sanz.
- FFG. (2003). Kit Memento 2003. Paris: Fédération Française de Gymnastique
- FIG. (2022). Comité Técnico: Código de Puntuación de Gimnasia Artística Masculina. Moutier: FIG.
- FIG. (2022). Comité Técnico: Código de Puntuación de Gimnasia Artística Femenina. Moutier: FIG.
- BESSI, F. (2016). El mundo de la Gimnasia Artística. Buenos Aires: Dunken.
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- CARRASCO, R. (1984). Gymnastique aux agrès. Préparation Physique. Paris: Vigot.
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  - YEVSEYEV, S.P. (1991). Training Devices in the Soviet System of Gymnasts training. Moutier: FIG.
  - BRIDOUX, A. (1991). La Gymnastique Sportive: son enseignement au milieu scolaire .Paris: Amphora. E.F.
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  - FIG. (1981). 100 years of the International Gymnastics Federation 1881-1981. Moutier: FIG.
  - ESTAPÉ, E. (2003). La acrobacia en Gimnasia Artística. Barcelona: INDE
  - SOULARD, C. Y CHAMBRIARD P. ABC Trampoline. FFG
  - READHEAD, LL. (1996). Manual de entrenamiento de Gimnasia Masculina. Barcelona: Paidotribo.
  - STILL, C. (1993). Manual de Gimnasia Artística Femenina. Barcelona: Paidotribo.
- Videos:
- FFG. 40 ans de Gym-rétrospective.
  - FFG. La souplesse ... Oui ... Mais.
  - FFG. De l'initiation à la découverte.
  - FFG. Kit eveil Gymnique.
  - EVEIL GYMNIQUE. Fédération Française de Gymnastique
- DVD:
- FFG. Apprentissage au Trampoline.
  - FFG. La Preparation Gymnique en GAF.
  - FFG. Les pas de base et coreographies en Aerobic.
  - FFG. Préparation Acrobatique en Gymnastique.
  - 2003 Lisbon World Gymnaestrada.
  - Kit Éveil Gymnique (fichas+DVD) /FFG/
  - Apprentissage au Trampoline (FFG)
  - La preparation gymnique en GAF. (FFG)



## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.