

SPORT SCIENCE & MANAGEMENT
SS5003 INTRODUCTION TO PILATES MATWORK AND HATHA YOGA

Academic Year	2024-25	Semester	1
Course Coordinator			
Course Code	SS5003		
Course Title	Introduction to Pilates Matwork and Hatha Yoga		
Pre-requisites	-		
No of AUs	3		
Contact Hours	39		

Course Aims

This course aims to equip you with the basic knowledge of Pilates and Hatha Yoga. It will provide a strong foundation for you to continue your practice in future. The course will introduce you to intermediate movements and poses with modifications. With the knowledge and proper practice of Pilates and yoga, you will improve your core strength, flexibility and mobility of the joints, and techniques of breathing that can help you feel more relaxed and increase your concentration level and overall well-being.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. understand the history and appreciate the philosophy of Hatha Yoga and Pilates.
2. understand the basic principles of Hatha Yoga and Pilates.
3. Execute all the Hatha Yoga poses and Pilates exercises taught with proper alignment and control.
4. Incorporate proper breathing techniques into the Hatha Yoga poses and Pilates Exercises.

Course Content

The following topics will be covered:

1. Breathing Exercises
 - Understanding diaphragmatic breathing
 - Benefits of practising proper breathing
2. Pilates
 - Biography of Joseph Pilates
 - Understand the basic principles of Pilates

- Different Pilates Exercises (e.g., hundreds, single-leg stretch, double-leg stretch, crisscross, rolling, seal, roll-up, rollover, shoulder bridge, scissors, swan, spine twist, saw, swimming, scarecrow, side bend, leg pull front, quadruped)

3. Hatha Yoga

- History of Hatha Yoga
- Philosophy of Hatha Yoga
- Different Yoga Poses (e.g., sun salutation, headstand, shoulder stand, plough, fish, seated forward bend, backbend (cobra), locust, bow, half spinal twist, crow, standing forward bend, triangle, warrior, Lord of the dance, etc.)

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Adaptability	Intermediate
2. Building Inclusivity	Basic
3. Collaboration	Advanced
4. Decision Making	Basic
5. Critical Thinking	Basic

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	1, 2, 3, 4	60%	Individual	Appendix 1 (Pilates Exercises & Hatha Yoga Poses)
2. Theory Assessment	1, 2, 3, 4	30%	Individual	Appendix 2 (Presentation)
3. Participation	1, 2, 3, 4	10%	Individual / Group	Appendix 3
Total		100%		

Formative Feedback

Feedback for learning will be verbally provided during each practical session, where you have the opportunity to do different poses and exercises.

During the completion of your Individual Practical Assessment/ Group Presentation, you will be provided with verbal/ written feedback pertaining to your assessed performance.

Throughout the course, you will have the opportunity to use recording devices to help record your fellow classmates demonstrating anatomical and muscular movements for observation and analysis. During the learning process, you will receive verbal feedback on the techniques and mistakes in observation and analysis. Suggestions for improvement will be provided.

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Direct Instruction	This approach includes lectures and teacher-led demonstrations. The teacher gives you the knowledge and information they need to achieve the learning outcomes.
Inquiry-Based Learning	This approach focuses on moving you beyond general curiosity into critical thinking and understanding. It encourages you to explore and question norms. The role of the teacher is to guide and facilitate discussion in Socratic circles.
Cooperative Learning	This approach compels you to move out of their comfort zones and engage with their peers. You are responsible for their own learning and development and that of their community. Instructional tasks provide platforms for teamwork and cooperation.
Online Learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and laboratories.

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Clippinger, K & Isacowitz, R. (2020). *Pilates Anatomy*. Human Kinetics Publishers.
2. Kaminoff, L., & Matthews, A. (2022). *Yoga anatomy*. Human Kinetics.
3. Kirk, M., & Boon, B. (2006). *Hatha yoga illustrated*. Human Kinetics.
4. Nester, J. (2020). *Breath: The new science of a lost art*. Riverhead Books.
5. Pilates, J.H., & Miller, W.J. (2012). *Pilates' Return to Life Through Contrology*. Presentation Dynamics.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Attire and safety

You are strongly encouraged to wear proper sports shoes (preferably court shoes instead of running shoes that support your ankle and multi-direction change). No sandals or general going-out shoes are allowed. Wear comfortable sports apparel for lessons. Please remove jewellery such as necklaces, earrings, rings, etc. and trim your nails. Bring a set of dry clothes to change into after the class. Bring along a water bottle for hydration purposes.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

Instructor	Office Location	Phone	Email
TBA			

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Breathing	4	Lecture slides Theory/ Practical Nester, J. (2020).
2	History of Hatha Yoga	1	Lecture slides Kirk, M., & Boon, B. (2006).
3	History of Pilates	1	Theory/ Practical Pilates, J.H., & Miller, W.J. (2012).
4	Philosophy of Hatha Yoga	1	Lecture slides
5	Basic Principles of Pilates	2, 3, 4	Theory/ Practical
6	Benefits of Hatha Yoga	1, 2, 3, 4	Lecture slides Kaminoff, L., & Matthews, A. (2022).
7	Pilates- Understanding the spine, pelvic bowl and spinal articulation	2, 3, 4	Theory/ Practical
Recess Week			
8	Yoga Poses Review	2, 3, 4	Lecture slides Kaminoff, L., & Matthews, A. (2022).
9	Pilates Exercises Review	2, 3, 4	Theory/ Practical Clippinger, K & Isacowitz, R. (2020).
10	Theory Review	1, 2, 3, 4	Blended Learning
11	Practical Review	2, 3, 4	Blended Learning
12	Practical Assessment		Inquiry-Based Learning

13	Presentation Assessment		
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Appendix 1: Practical (Pilates & Hatha Yoga) Assessment (60%)

For the individual practical assessment, students will be assessed on 14 Pilates exercises and Hatha Yoga poses from the list presented in class. Students will be assessed on how they demonstrate and how they modify the Pilates exercises and Hatha Yoga poses that are effective and safe for them.

The total marks obtained out of 100 marks using this rubric will be converted to 60% for the practical assessment component.

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Alignment (max 70 marks)	Performs the Pilates exercises and yoga poses accurately with all elements present and no visible errors. Full mind-body awareness.	Performs the Pilates exercises and yoga poses accurately with most elements present and 1 or 2 visible errors. Some mind-body awareness.	Performs the Pilates exercises and yoga poses with some missing elements and shows only 3 to 4 visible errors. Attempts to show good energy flow.	Performs the Pilates exercises and yoga poses with some missing elements and shows at least 5 visible errors. Body language shows no energy flow.	Attempts to perform the Pilates exercises and yoga poses with little attention given to the basic principles of Pilates and yoga.
Body Awareness (max 30 marks)	Responds well to cues all the time to get into the final pose or exercise. Moves with the breath into the poses and exercises with confidence, grace and body awareness. Demonstrate modifications when required for all exercises and poses.	Responds well, most of the time, to cues to get into the final pose or exercise. Moves with the breath into the poses and exercises with confidence, grace and body awareness most of the time. Demonstrate modifications when required for most exercises and poses.	Responds well to cues occasionally to get into the final pose or exercise. Moves occasionally with the breath into the poses and exercises with confidence, grace and body awareness. Demonstrate modifications when required for some exercises or poses.	Slow to respond to cues to get into the final pose or exercise. Moves with the breath into the poses and exercises when reminded. No modification was demonstrated.	Does not respond well to most cues. Lacks mind and body awareness. No Attempt to come out of the poses or exercises correctly. Unable to move with breath

Appendix 2: Theory (Presentation) Assessment (30%)

For the group presentation, the instructor forms students into groups and provides a topic for discussion. The topic will either be based on the philosophy of yoga or the principles of Pilates. The group (of students) will be assessed based on the following criteria.

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Quality of presentation (max 25)	Information provided clearly answers the question set out. Presentation is clear, and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear, and the flow is generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of the presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Demonstration of material (max 40)	Able to clearly demonstrate and thoroughly explain principles. Able to answer questions in a poised and articulate manner with a high level of confidence.	Good demonstration and explanation principles. Able to answer most of the questions clearly and with confidence.	Clear but basic demonstration and explanation of principles exercise. Able to answer some of the questions clearly but lacks confidence at times.	Poor demonstration and weak explanation of principles. Has difficulty answering questions and lacks confidence.	Unable to demonstrate or explain principles. Unable to answer questions.
Use of technology (max 10)	Uses relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
Communication and teamwork* (max 25)	Communication is very clear and easy to understand. All members of the team make active contributions.	Communication is clear and easy to understand most of the time. Most members of the team make good	Communication is unclear at times. Varied contributions of different team members.	Communication is unclear and there and difficult to understand. Most contributions are provided by a single	Communication is unclear and not possible to understand. No team member makes an active contribution.

		contributions		team member.	
<p>*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. An individual's score may vary from that of the team based on feedback and observations in this area.</p> <p>The total marks obtained out of 100 marks using this rubric will be converted to 30% for the theory (presentation) assessment component.</p>					

Appendix 3: Participation (10%)

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.