

# Unit 2: Introductory Movement Exploration

Content Area: **Unified Arts**  
Course(s): **Art 1**  
Time Period: **September**  
Length: **10 Days**  
Status: **Published**

## Unit Summary

During this unit, students will explore different many different movement patterns throughout their experience. They will be introduced to movement strategies, which will prepare them for advanced skills at the older ages.

## Standards

### NJ: 2014 SLS: Comprehensive Health and Physical Education

#### NJ: Grade 2

#### 2.5 Motor Skill Development

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

##### A. Movement Skills and Concepts

☐ Show details

2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).



2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.



2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.



2.5.2.A.4 Correct movement errors in response to feedback.



##### B. Strategy

☐ Show details

2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.



2.5.2.B.3 Determine how attitude impacts physical performance.



### NJ: 2009 CCCS: Standard 2: Comprehensive Health & Physical Education

#### NJ: Grade 2

#### 2.5 Motor Skill Development

##### B. Strategy

☐ Show details

2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.

HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

## **Student Learning Objectives**

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Students will learn to:

- Classroom rules and procedures
- establish boundaries
- follow classroom safety
- Locomotor movements
- Pathways (shapes)
- Levels
- Spatial awareness

## **Essential Questions**

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- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- Why is learning different ways to move important for participation in physical activity?
- What are the different locomotor skills that one needs during a physical activity?
- How does one get better at performing motor skills? Why is it important to keep a safe space while we move?
- What warm-up exercises do we need to do before we begin activity?

## **Enduring Understandings**

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- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

## **Application**

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Students will be able to independently use their learning to:

- Body control
- Spatial awareness
- Pathways
- Levels
- Patterns
- Locomotor movements(walking, jogging, running, skipping, hopping, jumping, galloping, leaping, karaoke, sliding)
- Chasing, dodging, and fleeing
- Agility
- Reaction time
- Coordination
- Balance

## **Skills**

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Students will be able to demonstrate:

- Body control
- Spatial awareness
- Pathways
- Levels
- Patterns
- Locomotor Movements (walking, jogging, running, skipping, hopping, jumping, galloping, leaping, karaoke, sliding)
- Chasing, dodging, and fleeing
- Agility
- Reaction time
- Coordination
- Balance

## **Resources**

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