

Unit 2: Movement/Locomotor & Non-locomotor skills

Content Area: **Physical Education**
Course(s): **Health and Physical Ed**
Time Period: **8 weeks**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Fundamental Movement Skills/locomotor skills and non-locomotor skills are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as walk, run, skip, gallop, slide, jump, hop, leap, and balancing. They are the foundation movements or precursor patterns to more specialized, complex skills used games, sports, dance gymnastics, outdoor education and physical recreation activities.

Transfer

Show students how learning these basic movements is important in everyday life. Explain how each of these movements correlate with one another to provide the foundation for games, sports, and other recreation activities.

Meaning

Understandings

Be able to move in a safe and controlled manner while demonstrating the desired skill.

Essential Questions

How can students develop competence and confidence in gross and fine motor skills to provide a foundation for participation in physical activities?

Application of Knowledge and Skill

Students will know...

Students will know and/or recognize locomotor skills, nonlocomotor skills, pathways, directions, and levels.

Students will be skilled at...

Demonstrating locomotor/nonlocomotor skills, as well as, demonstrating movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback.

Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling).

Academic Vocabulary

Walk, run, skip, gallop, slide, jump, hop, leap, twist, turn, curl, bend, low, medium, high, straight, curved, zigzag, personal space, general space, clockwise, counterclockwise, north, south, east, west, force, effort.

Learning Goal 1

Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

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

| | |
|---------------|--|
| HPE.2.5.2.A.4 | Correct movement errors in response to feedback. |
| VPA.1.1.2.A.1 | Identify the elements of dance in planned and improvised dance sequences. |
| VPA.1.1.2.A.2 | Use improvisation to discover new movement to fulfill the intent of the choreography. |
| VPA.1.1.2.A.3 | Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement. |

Target 1

TLW: demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling)

Target 2

TLW: demonstrate moving in a self and controlled manner while demonstrating the specific movement(skiing, galloping,running).

Learning Goal 2

Perform basic motor skills and movement patterns, with or without equipment in a range of environments.

| | |
|---------------|--|
| HPE.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). |
| HPE.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. |
| HPE.2.5.2.A.4 | Correct movement errors in response to feedback. |
| HPE.2.5.2.B.1 | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. |
| HPE.2.5.2.C.1 | Explain what it means to demonstrate good sportsmanship. |
| VPA.1.3.2.A.1 | Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes. |
| VPA.1.3.2.A.2 | Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. |
| VPA.1.3.2.A.3 | Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills. |
| VPA.1.3.2.A.4 | Create and perform original movement sequences alone and with a partner using |

locomotor and non-locomotor movements at various levels in space.

Target 1

TLW: demonstrate control when participating in locomotor activities requiring change of speed, direction, and level.

Target 2

Summative Assessment

Paper/pen assessments

Self assessment

Self evaluation checklists

21st Century Life and Careers

| | |
|--------------------|--|
| WORK.K-4.9.1.4 | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.K-4.9.1.4.1 | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. |
| WORK.K-4.9.1.4.A.1 | Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. |
| WORK.K-4.9.1.4.A.3 | Determine when the use of technology is appropriate to solve problems. |
| WORK.K-4.9.1.4.A.5 | Apply critical thinking and problem-solving skills in classroom and family settings. |

Formative Assessment and Performance Opportunities

Peer assessment

Teacher monitoring

Differentiation/Enrichment

Each student is provided an opportunity to be successful through the use of equipment and repetition.

Unit Resources

Hoops

cones

laptop

music

polyspots

projection device

various equipment