

# Unit 2: Movement/Locomotor-Non-locomotor Skills

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

## Unit Overview

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Fundamental Movement Skills/locomotor skills and nonlocomotor 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

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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

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## Understandings

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

## Essential Questions

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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**

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### **Students will know...**

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

### **Students will be skilled at...**

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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**

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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**

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

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|---------------|--|
| HPE.2.5.4.A.1 | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| HPE.2.5.4.A.2 | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.   |
| HPE.2.5.4.A.4 | Correct movement errors in response to feedback and explain how the change improves performance.   |

VPA.1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
VPA.1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

## **Target 1**

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

## **Target 2**

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

## **Learning Goal 2**

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

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
VPA.1.3.5.A.CS1	Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.
VPA.1.3.5.A.CS2	The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.
VPA.1.3.5.A.CS3	Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.

## **Target 1**

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TLW: demonstrate control when participating in locomotor activities requiring change of speed,

direction, and level.

## **Target 2**

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### **Summative Assessment**

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Paper/pen assessments

Self assessment

Self evaluation checklists

## **21st Century Life and Careers**

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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**

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Peer assessment

Teacher monitoring

### **Accommodations/Modifications**

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

repetition.

Heterogeneous grouping to support students.

Modify physical movements as necessary.

## **Unit Resources**

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Hoops

cones

laptop

music

polyspots

projection device

various equipment

## **Interdisciplinary Connections**

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VPA.1.3.5.A.2

Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

VPA.1.3.5.A.5

Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.