

Movement/Locomotor & Non-locomotor skills (5)

Content Area: **Physical Education**
Course(s): **Physical Education, Physical Education**
Time Period: **2 weeks**
Length: **2 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, non-locomotor skills, pathways, directions, and levels.

Students will be skilled at...

Demonstrating locomotor/non-locomotor 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.

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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.3 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |

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| 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.CS1 | Basic choreographed structures employ the elements of dance. |
| VPA.1.1.5.A.CS2 | Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography. |
| VPA.1.1.5.A.CS3 | Musical and non-musical forms of sound can affect meaning in choreography and improvisation. |
| VPA.1.1.5.A.CS4 | Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). |

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(s) (skipping, galloping, running).

Learning Goal 2

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

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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.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.

VPA.1.3.5.A.CS4

Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.

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