**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **4.3 Complex Locomotor Skills -** Select and apply performance cues to refine and combine locomotor skills into increasingly complex movement skills as applicable to lead-up games and body management activities including dance and educational gymnastics, and others such as yoga, skipping, aerobics, martial arts, and track and field. | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Select performance cues to refine locomotor skills into more complex movement skills**  **Apply performance cues to refine locomotor skills into more complex movement skills** | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary and concepts:   * Refine * Routine * Performance Cues * Locomotions * Fakes * Planned patterns * Dodge * Promenade * Do-si-do * aerobic   How to   * Create skipping routines * Roll fwd. * bulletBalance on feet in a tuck position  bulletPlace hands on mat, shoulder width apart in front of knees  bulletPut your chin on your chest (use a small bean bag or index card to help) and keep ankles close together (again, an Index card or small beanbag helps).  bulletTip forward until you see the ceiling, then push forward with your toes, arms and hands   bulletDuring the roll, keep your body in a tight, rounded shape.  May help to pretend you are a tire   * Roll safely * Roll on hands * Perform combined movements rhythmically to music * Create dance movements to music | 1. **Why is the combining of locomotor skills complex?**  * Combining locomotor skills requires mastery of one skill followed by continuous transfers to other skills. Problems with any of the skills disrupt movement activity.  1. **How do locomotor performance cues contribute to successful participation in such activities as dance, skipping, yoga and track and field?**  * Performance cues are helpful when combining locomotor skills, because it provides specific reminders that enable proper execution of the applicable skill. | a. Use the performance cues language of locomotor movement (e.g., limbs in opposition, align body, transfer weight, absorb impact) while practicing the complex skills.  b. Explain why it is beneficial (supports ability to perform the specific skill and this will be used to perform more complex skills) to know the language of locomotor performance and the meaning behind that language (how it is performed and how it is different from the other locomotor skills).  c. Run planned patterns, using fakes and quick changes of direction to evade an opponent, and receive a ball thrown or kicked by a partner or teammate.  d. Avoid stationary objects and dodge moving classmates, while moving through general space (e.g., obstacle courses, tag games).  e. Combine locomotor skills, with guidance, to develop complex skills for long jump, triple jump, and high jump.  f. Create and perform skipping routines, individually or with partners, which combine a variety of locomotor skills.  g. Roll forward and rise into a balance position (e.g., stork stance) and hold for a least five seconds.  h. Roll safely (forward, sideways) to absorb impact after “falling” (e.g., from a raised object, after being “tripped” or “knocked over”).  i. Roll on hands (e.g., cartwheel – hand, hand, foot, foot pattern moving on a straight line, taking weight on hands in a controlled way).  j. Combine and perform a variety of sequences including five to six locomotor skills (e.g., walking, running, jumping forward, jumping sideways, jumping backward, landing, hopping, skipping, galloping, leaping, sliding, rolling forward, and rolling sideways).  k. Demonstrate the proper footwork and locomotor skill for specific skill movements (e.g., run towards and take-off of one foot to jump into a sand pit, three-step delivery in bowling, sliding sideways to pick up a grounder in softball) and try to use these in lead-up games and fun competitions.  l. Perform memorized dance steps, such as promenade, skip, swing, and do-si-do.  m. Travel quickly and efficiently through obstacle courses that require traveling over, under, through, and around objects while moving forward, backward, and sideways.  n. Perform a series of aerobic (cardiovascular) movements in time to music, maintaining a rhythm, for a sustained period of time.  o. Perform group dance sequences that involve rhythmical movement and combine locomotor skills as well as jumping and landing skills in repeated patterns (e.g., hip hop dance, square dance, bunny ‘hop’ – which technically is not a “hop”).  p. Create, perform, and teach a simple dance such as a line dance or a hip hop dance that includes a variety of given movement variables |
| **ESSENTIAL QUESTIONS** | | |
| 1. **Why is the combining of locomotor skills complex?** 2. **How do locomotor performance cues contribute to successful participation in such activities as dance, skipping, yoga and track and field?** | | |