**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **4.8 Movement Refinement -** Refine the application of movement variables, movement concepts, and performance cues to improve personal performance and to provide feedback to others. | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Refine application of movement variables to improve personal performance.**  **Refine application of movement concepts to improve personal performance.**  **Refine application of performance cues to improve personal performance.** | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| 1. Movement Variables  |  | | --- | | * **The Body as an Instrument of Movement (What)**   Body parts  Body shapes  Body actions | | * **Space (Where)** * General space * Levels – High, medium, low * Directions – Up/down, forward/backward/sideways, right/left. * Pathways – Straight, curved, zig-zag. * Extensions – size of movement (e.g., small swing, big swing); distance of movement from the centre of the body | | * **Effort (How)** * Force – Strong, light * Time/Speed – Fast, slow * Flow – Free, controlled * **Relationships (With What or Whom)** * Body parts – Round, curved, wide, twisted. * Objects – Over/under, on/off, near/far, in front/behind, along/through. * Others – Around, alongside, alone in a mass, in front/behind  1. **Movement Concepts** 2. **Locomotions**  * Walking * Running * Jump Fwd, Sidways and Landing. * Jump Bwd. & Land * Hopping * Skipping * Galloping * Leaping * Sliding * Roll Fwd. & Sideways * Roll Bwd.  1. **Statics, Landings and Rotations. (Non-locomotor Skills)**  * Balancing * Jump and land on feet on spot * Land on hands from kneeling position * Land on hands from standing position * Rotate on the spot  1. **Sending (Manipulative skills)**  * Throwing * Kicking * Striking with Hands * Striking with short-handled implements * Volleying * Striking with long-handled implements * Punting  1. **Receiving**  * Catching (Gathering, collecting)  1. **Accompanying**  * Hand Dribbling * Foot Dribbling  1. **Performance Cues**  * provide information about specific components of a skill that help the performer move skillfully by transferring the cognitive understanding of the movement to the motor performance, thus increasing the potential for skillful movement. | |  | | * Revisiting and paying attention to movement variables is necessary to support improvement in a vast array of physical activities. * Refining the application of movement variables and concepts as well as performance cues is a never ending and ongoing process. * Refining the application of movement variables and concepts enables people to give feedback to others that will help them improve. * Giving feedback to others can be difficult to do, because not all people are naturally good at certain things and can be easily offended. * Performance cues play a significant role, because they guide us through troublesome or awkward actions that prevent success, which provides independence. | a. Demonstrate an understanding of how to vary performance, as indicated by the teacher (e.g., throw the ball over a classmate, to a classmate as quickly as possible), by making performance adjustment to affect trajectory, force, and speed.  b. Demonstrate an understanding of “athletic position” (e.g., lower body level, wide base of support, weight on balls of feet, hands up and in front of body, elbows close to body) and apply this understanding to the preparation stage for a variety of movements (e.g., serve reception, individual defensive play).  c. Apply variable of space and concept of “open space” to move effectively through groups of students while performing both offensive and defensive movements involving specific motor skills used in games.  d. Propose changes (e.g., transfer weight, follow through towards the target, backswing arms) to improve the performance of specified movement skills.  e. Provide feedback to peers on performance of complex movement skills (e.g., shooting, by throwing, kicking, or striking, at a target such as a net, while on the move).  f. Create and use performance cues checklists for given complex movement skills.  g. Say performance cues (think-aloud) while performing movement skills to support skillful performance.  h. Develop behaviours of positive self-talk while practicing and performing movement skills.  i. Analyze group performance of cooperative skills (e.g., creating group statues) based on given or class-created performance criteria and provide feedback for improvement of performance. |
| **ESSENTIAL QUESTIONS** | | |
| 1. **Why is it important to revisit and refine the way we do things?** 2. **How long does one need to refine and revisit movement variables, concepts and performance cues?** 3. **Why can giving feedback be a difficult thing to do?** 4. **What role do performance cues play in refining and improving performance?** | | |