Chapter 5

The Movement Framework

# Summary

The core content of the developmental physical education curriculum is constituted by the movement framework. The components of the movement framework help us design instructional tasks that are both age appropriate and individually appropriate. This chapter examines the components of the movement framework, or what we will call the “language” of developmental physical education. While recognizing that unique developmental differences exist among children, the chapter explains the process of applying the movement framework to the design of movement experiences for pre-K, K-2, and grade 3-5 children.

# Key Objectives

* Using the Active Child diagram to describe the relationships between parts of the movement framework
* Describing the content of the fundamental movement skills and specialized movement activity themes
* Describing the developmental stages of the fundamental movement skills
* Describing the elements of each of the movement concepts
* Describing the purpose of learning goal blueprints

# Big Ideas

* The movement framework provides a language for physical educators. Allison and Barrett (2000) suggest that helping children improve their movement skills is much easier when the teacher possesses a rich descriptive language to use when observing and talking about skills. The Active Child diagram depicts the language of physical education for pre-K through grade 5.
* The movement framework has two parts: movement content, which consists of the fundamental movement skills (locomotor, manipulative, and stability) and the specialized movement activities (games, dance, and gymnastics); and movement concepts, which include body, space, effort, and relationship awareness.
* The fundamental movement skills can be described by the characteristics of the stages—initial, emerging elementary, and mature—that represent the sequence of motor development.
* The learning goal blueprints provide a developmental picture of the movement framework and show how skills can be varied and refined using the movement concepts. Educators can use the blueprints to design developmentally appropriate learning experiences that help learners in kindergarten through grade 5 become skillful and versatile movers.

# Part 1: Discovering the Movement Framework

Identify the elements of body, space, effort, and relationship awareness among the terms listed in the following word bank. Place each term in the appropriate column in the following table.

**Word Bank**

* Level
* On and off
* Fast and slow
* Direction
* Curl
* Following and leading
* Pathway
* Twisted shape
* Strong and firm
* Meeting and parting
* Supporting and nonsupporting
* Mirroring

|  |  |  |  |
| --- | --- | --- | --- |
| Body | Space | Effort | Relationship |
|  |  |  |  |

# Part 2: Identifying Critical Elements of Fundamental Movement Skills

View the online videos of the fundamental movement skills listed in the following tables (click the Videos button on the web resource home page). Use the tables below to identify whether the children in the videos executed critical elements of the skills. Then determine whether each fundamental movement skill is performed at the emerging-elementary stage or the mature stage of motor skill development.

## Locomotor Skills

**1. Hop: Travel through general space by hopping on the preferred foot.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Nonhopping leg is bent at 90 degrees. |  |  |  |  |
| Execution | Nonhopping leg swings in a pendular fashion to produce upward and forward force and distance. |  |  |  |  |
| Execution | Arms are bent at the elbows and swing from back to front in coordination with the hopping action (rhythmically well timed). |  |  |  |  |
| Recovery | Performer lands on hopping leg with bent knee and overall body control. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**2. Skip: Travel through general space to an external beat (music).**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | None |  |  |  |  |
| Execution | Lift knees to waist height. |  |  |  |  |
| Execution | Alternate arms (e.g., left arm forward when right knee up); keep arms firm and fully extended. |  |  |  |  |
| Execution | Skip is coordinated and rhythmically timed with external beat. |  |  |  |  |
| Recovery | None |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**3. Leap: Run and leap over a suspended rope.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Run is rhythmically timed. |  |  |  |  |
| Execution | Performer takes off from one foot and lands on opposite foot. |  |  |  |  |
| Execution | Arm extended forward is on opposite side from lead leg. |  |  |  |  |
| Execution | Legs are almost fully extended straight. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**4. Gallop: Travel through general space by galloping.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | None |  |  |  |  |
| Execution | Trail leg “kicks” lead leg out of place at heel of lead leg. |  |  |  |  |
| Execution | Movement includes slight flight phase. |  |  |  |  |
| Execution | Arms are bent at the elbow and swing rhythmically; arms produce force to attain some vertical height. |  |  |  |  |
| Execution | Performer can alternate leading with right leg and with left leg with rhythmical coordination. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**5. Jump: Travel horizontally through space by jumping.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Knees bend; arms swing back. |  |  |  |  |
| Execution | Arms swing forcefully extending to a 45-degree angle. |  |  |  |  |
| Execution | During flight phase, legs are fully extended. |  |  |  |  |
| Recovery | Performer lands on both feet simultaneously with knees bent to absorb force. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

## Manipulative Skills

**6. Striking with a long-handled implement (batting): Using a long-handled bat, execute a batting movement pattern to hit a foam ball pitched from an underhand toss 15 feet (about 4.5 m) away. The observer is positioned on the batting side.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Performer has side to target and prepares with bat over back shoulder, hands in proper position, and weight on back foot. |  |  |  |  |
| Execution | Hips are rotated forward, swing is level and meets ball in front, weight is shifted forward and chest faces out. |  |  |  |  |
| Follow-through | Bat and arm swing follows through across body; wrists snap. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**7. Bouncing with hands: Within a grid area (20 feet or 6 meters square), perform a dribble using a playground ball. Vary the bounce height and change speed and direction. Each trial should last about 15 seconds.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Execution | Uses finger pads only. |  |  |  |  |
| Execution | Keeps ball bounce waist high. |  |  |  |  |
| Execution | Uses firm wrist. |  |  |  |  |
| Execution | Keeps ball away from feet. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**8. Overhand throw: Throw a softball or tennis ball as hard as possible.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Performer has side to target and throwing arm positioned behind ear and over shoulder. |  |  |  |  |
| Execution | Release point is diagonally off the throwing shoulder; hips rotate toward target to produce force; and performer steps into throw with opposite foot. |  |  |  |  |
| Follow-through | Performer follows through across body. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**9. Instep kick: Execute a three-step approach and kick, using the instep (shoelaces) to kick a stationary soccer ball toward a curtain.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Nonkicking foot is beside and slightly behind ball. |  |  |  |  |
| Execution | Isolated kick is performed with knee-on-down action; contact is made with shoelaces. |  |  |  |  |
| Follow-through | Follow-through is low and toward target; kick reaches or goes through target. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

**10. Catch: From a distance of 15 feet (4.5 m), catch a 6-inch (15 cm) gator-skin ball. The toss to the performer should be underhand with a medium-arc trajectory.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Phase | Critical elements | Child 1 | | Child 2 | |
| Yes | No | Yes | No |
| Preparation | Anticipates and positions self correctly in relationship to ball; reaches out to catch. |  |  |  |  |
| Execution | Catches with both hands. |  |  |  |  |
| Follow-through | Gives with hands and arms when receiving ball. |  |  |  |  |
| Total score | Total the number of checks in each column. |  |  |  |  |
| Stage of development |  |  | |  | |

# Part 3: Dance, Games, and Gymnastics

Dance, games, and gymnastics activities all make use of the movement concepts of body awareness, space, effort, and relationship (see diagram). Answer the following questions about how the movement concepts are used in each type of activity.

1. What are the differences between the specialized movement activity themes of games, dance, and gymnastics?
2. How might the movement concept of pathway be used in a game, in gymnastics, and in a dance activity?
3. How might the movement concept of speed be used in a game, in gymnastics, and in a dance?
4. How might relationship to others be used in a game, in gymnastics, and in a dance?

Movement concepts

Body awareness

Space

Effort

Relationship

# Review Questions

1. Use the Active Child metaphor to describe the parts of the movement framework and the relationship between the parts.
2. Describe the specific categories of the movement content of the fundamental movement skills.
3. Describe the developmental stages of the fundamental movement skills
4. Describe the specific categories of the movement content of the specialized movement skills.
5. Describe the four movement concepts and the elements within each one.
6. Describe the purpose of the learning goal blueprints.