Chapter 3

Movement Components and Skill Development
Chapter Objectives

- Identify basic movement components
- Implement activities that assist with the development of locomotor, nonlocomotor, and manipulative movements
- Understand the developmental levels of the manipulative skills of throw, catch, kick, strike, volley, roll, dribble with hands, and dribble with feet
- Develop activities to be used in the classroom and gymnasium that assist with the development of basic movement patterns
1. Body Movements: Ways the body moves
   - Locomotor skills
   - Nonlocomotor skills
   - Manipulative skills

2. Body Awareness: What the body can do
   - Transferring body weight
   - Balancing or weight bearing
   - Flight
   - Shapes: straight, wide, round, twisted, curled, angular
   - Focus: direction of gaze

3. Space Awareness: Where the body moves
   - Personal or limited space
   - General space
   - Directions: forward, backward, sideways, up, down
   - Levels: high, medium, low
   - Size: big, small
   - Pathways: straight, curved, zigzag

4. Qualities of Movement: How the body moves
   - Time or speed of movement: quick-sudden, slow-sustained, accelerating-decelerating, basic beat, rhythmic pattern
   - Effort of the force of movement: strong-light, accent, firm-fine
   - Free flow: movement that cannot arbitrarily be stopped once started; bound flow: stoppable-ongoing, successive-jerky

5. Relationships: How the body relates
   - With apparatus: near-far, behind/in-front-of/alongside, arriving on, above-below
   - Matching movements: mirroring-matching, meeting-parting, together-apart
   - Contrasting movements: up-down, wide-narrow
   - Simultaneous and successive movements: following-copying
Body Movements

- Ways the body moves:
  - Locomotor movements
  - Nonlocomotor movements
  - Manipulative movements
Locomotor Movements

- Walk
- Run
- Gallop
- Slide
- Jump
- Hop
- Skip
- Leap
Locomotor Skills Developmental Levels

- Beginner
- Intermediate
- Advanced
## Example: Vertical Jump

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trunk Action</strong></td>
<td>Vertical to slight forward lean</td>
<td>Slight forward lean, greater extension</td>
<td>Full extension</td>
</tr>
<tr>
<td><strong>Arm Action</strong></td>
<td>Limited</td>
<td>Initiate jump</td>
<td>Initiate jump, lead body to full extension</td>
</tr>
<tr>
<td><strong>Leg Action</strong></td>
<td>Range of little flexion to extreme flexion</td>
<td>Increase in crouch and leg extension</td>
<td>Complete flexion during preparation, full extension throughout jump</td>
</tr>
</tbody>
</table>
### Example: Jump Teaching Cues

<table>
<thead>
<tr>
<th>Cue Words</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Squat</td>
<td>1. Bend knees in preparation like sitting down</td>
</tr>
<tr>
<td>2. Arms back</td>
<td>2. Swing arms backward</td>
</tr>
<tr>
<td>3. Reach for stars</td>
<td>3. Extend arms forward and up above head</td>
</tr>
<tr>
<td>4. Jump</td>
<td>4. Hang in the air as long as possible</td>
</tr>
<tr>
<td>5. Land soft</td>
<td>5. Bend knees upon landing to absorb force</td>
</tr>
</tbody>
</table>
Nonlocomotor Movements

- Bend
- Stretch
- Twist
- Turn
- Push
- Pull
- Rise

- Collapse
- Swing
- Sway
- Dodge
- Spin
- Shake
- Balance
Manipulative Skills

- Roll
- Throw
- Catch
- Kick
- Strike
- Volley

- Dribble with hands
- Dribble with feet
- Punt
- Set Shot
- Overhand Serve
- Pass
Manipulative Skills
Performance Levels

- Beginner
- Intermediate
- Advanced
Example: Overhand Throw

<table>
<thead>
<tr>
<th></th>
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<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trunk Action</strong></td>
<td>No rotation</td>
<td>Limited shoulder rotation</td>
<td>Hip, shoulder rotation good</td>
</tr>
<tr>
<td><strong>Arm Action</strong></td>
<td>No wrist action, push ball</td>
<td>Some wrist action</td>
<td>Elbow leads throw</td>
</tr>
<tr>
<td><strong>Leg Action</strong></td>
<td>No leg action</td>
<td>Step with same foot</td>
<td>Step with opposition</td>
</tr>
</tbody>
</table>
# Example: Dribble Using Feet

## Teaching Cues

<table>
<thead>
<tr>
<th>Cue Words</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easy taps</td>
<td>1. Contact ball softly</td>
</tr>
<tr>
<td>2. Catch with arch of foot</td>
<td>2. Use the inside of the foot to contact the ball</td>
</tr>
<tr>
<td>3. Cuddle the ball</td>
<td>3. Keep the ball close to both feet</td>
</tr>
</tbody>
</table>
Equipment Considerations for Dribble Using Feet

- Beginning dribblers should use a lightweight ball that is 7–8” in diameter. They should be challenged to push the ball and try to keep the ball close to their feet. Equal use of both feet should be encouraged.
Assessment Rubrics

- May be used to assess correct skill technique
- May be used to analyze specific body parts
Body Awareness

What the body can do:

- Transfer body weight
- Balance or weight bearing
- Flight
- Shapes
- Focus
Space Awareness

Where the body moves:

- Personal space
- General space
- Directions
- Levels
- Pathways
- Size
Qualities of Movement

How the body moves:

- Time or speed of movement
- Effort or force of movement
- Free flow and bound flow
Relationships

How the body relates:

- Matching movements
- Contrasting movements
- Simultaneous and successive movements
- With equipment
Example: Contrasting Movements
Classroom Teachers Promoting Skill Development

- Visual tracking
- Fine motor skills
Chapter 3

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