

**DISCLAIMER:** The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. DO NOT purchase textbooks based on the information contained in this document.

## **IPE3107 FUNDAMENTAL MOVEMENT SKILLS**

### **COURSE DESCRIPTION**

This course provides student teachers with an understanding of the concepts, principles and practices of teaching fundamental movement skills in primary school.

It provides an overview of the role of fundamental movement within the Singapore's school physical education curriculum, focusing on developing fundamental movement skill proficiencies at the lower primary, application in modified games in the upper primary, and relationship to the variety of specialised sports skills at the secondary levels. Specifically, this course will address the various manipulative, locomotor and nonlocomotor skills applied within a movement framework that helps define the qualitative and quantitative aspects of human movement.

Student teachers will have the opportunity to develop their own movement proficiency, learn to design developmentally appropriate lesson plans that incorporate the relevant teaching approaches with appropriate equipment to facilitate progressions in the learning process. Student teachers will also learn to employ appropriate formative and summative assessment tools in order to optimise pupils' participation and learning.

### **COURSE OBJECTIVES**

At the completion of this course, student teachers will be able to:

1. be familiar with the content of fundamental movement skills in the primary school physical education curriculum, and its relationship to specialised sports performance in the secondary school context.
2. acquire the knowledge to design developmentally appropriate learning tasks and content progression consistent with various teaching approaches.
3. have the ability to observe key aspects of pupils' movement performance and provide feedback and instruction, with relevant teaching cues, to help pupils achieve mature movement patterns.
4. use a variety of assessment tools to help their pupils learn and apply fundamental movements in context.

## **COURSE CONTENT**

1. The Singapore Physical Education Curriculum  
Principles for Developmentally Appropriate Teaching and Learning
2. Fundamental Movement Framework: Skills, Concepts & Themes  
Assessment for and of learning
3. Designing developmentally appropriate FMS tasks  
Modification of rules, equipment and organisation for games creation
4. Teaching of Locomotor Skills
5. Teaching of Nonlocomotor Skills
6. Teaching of Manipulative Skills
  - Rolling (Bowling) and Throwing
  - Throwing & Catching
  - Kicking & Punting
  - Trapping (Controlling)
  - Striking (Volleying) using Body Parts
  - Dribbling using Hands
  - Dribbling using Feet
  - Striking using Long-handed Implements
  - Trapping using Long-handed Implements
  - Dribbling using Long-handed Implements
  - Striking using Rackets and Paddles

## **COURSE ASSESSMENT**

	<b>Component weightage</b>	<b>Due Dates</b>
Practical Assessment	50%	dd-mm-yr
Assignment	40%	dd-mm-yr
Professional Qualities	10%	

Participation in all classes is compulsory.

## **COURSE REFERENCES**

### Required/Recommended Text(s)

1. Vonnie Colvin, Nancy J. Egner Markos, Pamela J. Walker (2008). Teaching The Nuts and Bolts of Physical Education: Building Basic Movement Skills (Second Edition) [Human Kinetics]
2. George Graham, Shirley Ann Holt, Melissa Parker (2013). Children Moving: A Reflective Approach to Teaching Physical Education (Ninth Edition) [Mc Graw Hill]

### Additional References

1. Purpose & Goals of Physical Education
2. Scope & Sequence of Primary Level Syllabus
3. [Ministry of Education (2014). Physical Education Syllabus 2014. Singapore: Ministry of Education]
4. Developmentally Appropriate Teaching and Assessment
5. *Glossary of Movement Education Terms*
6. [Abel, K. W., & Bridges, J. M. (2010). *Teaching Movement Education. Champaign IL: Human Kinetics*]

7. Preschool Motor Development
8. [McCall, R., & Craft, D. H. (2000). *Moving with a purpose*. Champaign, IL: Human Kinetics]
9. The Games Stages
10. [Rink, J. (2013). *Teaching Physical Education for Learning* (7<sup>th</sup> edition). Boston, MA: McGraw Hill]
11. Fundamental Movements and Specialised Sports Skills
12. [Gallahue, D. L., & Ozum, J. C. (1998). *Understanding motor development* (4<sup>th</sup> edition). Boston, MA: McGraw Hill]
13. Fundamental Movement Concept Framework
14. [Gallahue, D. L., & Donnelly, F. C. (Developmental physical education for all children (4<sup>th</sup> edition). Champaign, IL: Human Kinetics]