Early Stage 1 – Demonstrating introductory components of fundamental movement skills

Assessment – teacher sheet

Purpose of the task

The intent of this activity is to see how well each student demonstrates the introductory components of specific fundamental movement skills including the static balance, sprint run and vertical jump whilst they move around a designated area with consideration of others.

Outcomes

GSES1.8 – Games and sports
Demonstrates fundamental movement skills while playing with and sharing equipment

MOES1.4 - Moving
Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences

INES1.3 - Interacting
Relates well to others in work and play situations

V5
Willingly participates in regular physical activity

Physical Literacy continuum markers

Cluster 1

Aspect – Movement competencies
- Holds stable body position for 5 seconds e.g. static balance
- Demonstrates introductory components of stability skills, e.g. non-support leg bent and not touching support leg when performing static balance, head stable, eyes focused forward, trunk stable and upright
- Demonstrates introductory components of locomotor movement skills, e.g. high knee lift when running

Aspect – Personal and social attributes
- Follows instructions about safe practices with prompting
- Demonstrates consideration and cooperative behaviour towards others when prompted during physical activity
Task

Observe students performing the introductory components of the static balance, sprint run and the vertical jump in a movement activity. After observing the students multiple times make a judgement on how well each student performs the components, follows directions and is considerate towards others.

Part 1

- Encourage students to move around a designated area in their own personal space.
- Call out different movement skills for students to perform, e.g. run, hop, jump or static balance.
- Change the locomotor patterns, e.g. forwards, backwards, sideways, zig zag, curved, straight.
- Change the movement concepts, e.g. effort (hard, soft, fast, and slow), levels (high low).

Part 2

- Change the movement activity to a tag game.
- Provide a designated area for students to play in.
- Choose two students to be ‘in’ and encourage the other students to run around in the space.
- When students are tagged ask students to perform a static balance until they are tagged by a student running free.
- Change the action that students perform when tagged to a vertical jump.

Marking criteria for fundamental movement skills

<table>
<thead>
<tr>
<th>Emerging (1)</th>
<th>Target (2)</th>
<th>Exceptional (3)</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates one introductory component of the static balance, vertical jump and the sprint run.</td>
<td>Demonstrates most introductory components of the static balance, vertical jump and the sprint run.</td>
<td>Demonstrates all of the introductory components of the static balance, vertical jump and the sprint run.</td>
</tr>
</tbody>
</table>

Marking criteria for relating well to others in play situations including following instructions and demonstrating considerate and cooperative behaviour towards others

<table>
<thead>
<tr>
<th>Emerging (1)</th>
<th>Target (2)</th>
<th>Exceptional (3)</th>
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<tbody>
<tr>
<td>Student rarely responds to instructions or demonstrates considerate and cooperative behaviour towards others.</td>
<td>Student responds to instructions and demonstrates considerate and cooperative behaviour towards others most of the time.</td>
<td>Student responds to instructions and demonstrates considerate and cooperative behaviour towards others all of the time.</td>
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Skill components of the static balance

![Figure 1: Skill components of the static balance; Source: Get Skilled Get Active, NSW Department of Education](image)

1. Support leg still, foot flat on the ground.
2. Non-support leg bent, not touching the support leg. (Introductory component)
3. Head stable, eyes focused forward. (Introductory component)
4. Trunk stable and upright. (Introductory component)
5. No excessive arm movements.

Skill components of the sprint run

![Figure 2: Skill components of the sprint run; Source: Get Skilled Get Active, NSW Department of Education](image)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during the recovery phase.
3. High knee lift (thigh almost parallel to the ground). (Introductory component)
4. Head and trunk stable, eyes focused forward. (Introductory component)
5. Elbows bent at 90 degrees.
6. Arms drive forward and back in opposition to the legs. (Introductory component)

Skill components of the vertical jump

Figure 3: Skill components of the vertical jump; Source: Get Skilled Get Active, NSW Department of Education

1. Eyes focused forward or upward throughout the jump. (Introductory component)
2. Crouches with knees bent and arms behind the body. (Introductory component)
3. Forceful forward and upward swing of the arms.
4. Legs straighten in the air.
5. Lands on balls of the feet and bends knees to absorb landing.
6. Controlled landing with no more than one step in any direction.
Sample recording sheet

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Demonstrates introductory components of FMS</th>
<th>Follows instructions and demonstrates considerate and cooperative behaviour towards others</th>
<th>Comments</th>
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<tbody>
<tr>
<td>e.g.</td>
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<td>Difficulty with having head stable and eyes focused forward during the static balance.</td>
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