

How to Use the Basic Patterns Checklists

It is important that all teachers of Physical Education develop a clear understanding of *the four levels of skill* performance identified in the provincial curriculum.

Explore: This is the introduction to basic movement patterns and skills where students will be discovering how their bodies move and ways that students can vary that movement. At this level, replication of a specific movement is not expected.

Progressing towards Control: This level of performance “is characterized by lack of ability to either consciously control or intentionally replicate a movement Successful skill performances are a surprise!” (Graham, Holt/Hale, and Parker, 2007, p. 107).

Control: The body appears to respond somewhat accurately to the child’s intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.

Utilization: The skill performance is somewhat automatic with the student performing the skill without thinking much about how to perform the skill. The skill can be used in multiple contexts.

All Basic Movement Pattern Checklists have been developed to align with the grade level at which that skill is to be performed at the **control** level. For example, grade two students should be able to ‘hop’ (Outcome 2.3) at a control level of performance. So the checklist has been designed for this grade level specifically. However, grade one and grade three teachers will be able to make use of this particular checklist as well. For example:

Ms. Hopper is teaching her grade one students how to ‘hop’ at a **progressing-towards-control level** (Outcome 1.3). By the definition of ‘progressing-towards-control’, grade one students might be able to perform some of the components of the grade two checklist in isolation, occasionally, with physical support, with repeated verbal instructions, or in other ways that are not consistently characterized as a ‘control level of performance’. Ms. Hopper can use the grade two Hopping Checklist to help her more clearly understand what she needs to teach to grade one students. This will help Ms. Hopper to assess students in grade one’s ability to ‘hop’ at a progressing-towards-control level. This will become part of the consideration as to whether or not the student **has achieved Outcome 1.3**.

Mr. Pulse is teaching his grade three students how to utilize ‘hopping’ (Outcome 3.3). He designed some lessons that challenged students to use ‘hopping’ as part of a mini-series of movements, such as “rotating along the vertical axis (e.g., quarter turns, half turns), moving forward and then backward, moving side to side, maintaining balance”. Mr. Pulse could use the Basic Movement Patterns Checklist for Hopping in Control, which is designed for grade two, to refresh the students’ understanding of what hopping in control looks like. However, to achieve this part of Outcome 3.3, **students would need to be able to utilize the skill of hopping within the context of a larger performance**.

Note: See page 26 in the provincial Physical Education Curricula documents for clarity as to which skills are to be performed at a Control Level in each grade.

To support your understanding of the Levels of Skill Performance, please go to:
<http://www.youtube.com/watch?v=jkNVxeXOoJA&feature=related>