



Grade 3 PE Unit 3 - Movement and Rhythm

Unit Focus

In grade 3, students will continue to refine their individual rhythmic and body movement skills in order to create a routine in a partner or small group setting.

Throughout this unit, students will learn to create a process to plan, develop, and refine an original routine.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
Healthy and Balanced Living Curriculum Framework Physical Education K-5 - Demonstrates leaping using a mature pattern. (E1.1.3) - Demonstrates mature patterns in a variety of non-locomotor skills (curling, stretching, twisting, and bending) while maintaining stationary and dynamic balance during developmentally appropriate tasks, activities, creative movement, and dance. (E1.3.3) - Demonstrates weight transfer in combination with movement concepts in a variety of developmentally appropriate tasks and activities, creative movement, dance, and gymnastics. (E1.4.3) - Demonstrates combinations of shapes, levels, and pathways into complex sequences in travel, dance and gymnastics with a peer, partner or in small groups. (S2.E2.3) - Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3) - Demonstrates the ability to engage in physical education class activities without teacher prompting. (S3.E2.3) - Demonstrates the ability to exhibit personal responsibility in teacher-directed activities. (S4.E1.3) - Demonstrates the ability to work independently for extended periods of time. (S4.E2.3) - Demonstrates the ability to accept and implement specific corrective feedback from the teacher. (S4.E3.3) - Demonstrates the ability to work cooperatively with others (S4.E4.3a) - Demonstrates the ability to praise others for their success in movement performance (S4.E4.3b) - Demonstrates the ability to recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) - Demonstrates the ability to work independently and safely in physical activity settings (S4.E6.3) Madison Public Schools Profile of a Graduate - Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Develop skills, knowledge, and concepts through practice and analysis of results.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 my body can move in various ways to be expressive or to engage in different physical activities. U2 applying strategies can help to create more complex performances, patterns, or routines.	<i>Students will keep considering...</i> Q1 How can I move my body with a specific purpose? Q2 How can I build upon and combine individual skills to create a pattern or routine?	
	Acquisition of Knowledge and Skill		
Knowledge	Skill(s)		
<i>Students will know...</i> K1 that by incorporating a variety of movements they can create an original sequence or routine. K2 Vocabulary: routine, sequence, counterbalance, revision, refinement	<i>Students will be skilled at...</i> S1 applying movement and rhythmic skills to a variety of activities. S2 designing and refining an original movement sequence or routine.		