



Physical Education, Dance and Music Competencies and Objectives Achieved by Regular Use of You've Gotta Move



We know that teachers are very busy and there is much to accomplish each day. With a renewed focus on physical fitness comes an increasing need for programs to help teachers achieve the goals set out by the **2006 Mississippi Physical Education Framework**. We believe you and your students will have a great time with the "You've Gotta Move" program and to assist you in lesson planning we have listed the Competencies and Objectives from the P.E. Framework as well as the Dance and Music Frameworks, achieved by regular use of the "You've Gotta Move" DVD. Listed below are the National Standards for Physical Education as determined by the **National Association for Sports and Physical Education (NASPE)**.

The **National Association for Sports and Physical Education (NASPE)** established national content standards for physical education school programs that clearly identify what all students should know and be able to do as a result of participation in a quality physical education program. The competencies for the **2006 Mississippi Physical Education Framework** were taken directly from the NASPE content standards for physical education.

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities;
- Demonstrates an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities;
- Exhibits a physically active lifestyle;
- Achieves and maintains a health-enhancing level of physical fitness;
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings; and
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



Kindergarten

Physical Education

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**
 - a. Develop fundamental locomotor and nonlocomotor skills at an introductory level.
 - c. Demonstrate clear contrasts between slow and fast movements.
 - d. Demonstrate rhythmic movements, timing, and following a beat at an introductory level.

- 2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities.**
 - b. Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.

- 4. Achieve and maintain a health-enhancing level of physical fitness.**
 - a. Vigorously participate in physical activity for a sustained amount of time.

- 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**
 - b. Follow directions and work cooperatively with others during physical activity.


- 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**
 - a. Express a positive outlook during physical activity and enjoy interaction with others.
 - b. Develop skills while participating in different activities individually and while working with others.

Performing Arts/Dance

- 1. Demonstrate emerging understanding of movement skills.**
 - a. Experience shifting body weight in various directions.
 - b. Experience axial movements (e.g., bend, arch, reach, twist, turn) and motor skills.
 - c. Distinguish right and left with body parts and movement.
 - d. Experience locomotor movements (e.g., roll, crawl, walk, gallop, hop, jump, leap).

- 3. Respond through movement to verbal instruction and to various stimuli.**
 - a. Create shapes in high, middle, and low levels alone and with partners.
 - b. Maintain personal space while traveling through space and responding to images, sounds, and color words.
 - c. Perform simple movements in response to verbal instruction.

Performing Arts/Music

- 3. Listen to and respond to short works of music**
 - b. Respond to the beat and tempo of various music examples with appropriate movements and/or dramatizations.
- 



First Grade

Physical Education

- 1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**
 - a. Develop fundamental locomotor and nonlocomotor skills at the basic level.
- 2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development, and performance of physical activities.**
 - b. Identify and apply fundamental locomotor and nonlocomotor skills.
 - d. Recognize that appropriate practice improves performance.
- 3. Exhibit a physically active lifestyle.**
 - a. Discover the positive effects physical activity has on the body.
- 4. Achieve and maintain a health-enhancing level of physical fitness.**
 - b. Participate in basic exercises and physical activities with moderate efficiency.
 - c. Engage regularly in moderate to vigorous activity, emphasizing muscular strength, flexibility, and cardiovascular endurance.
- 5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.**
 - c. Demonstrate proper courtesy, cooperation and sportsmanship with others.
 - d. Respect the physical and performance differences of others.
- 6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**
 - a. Recognize the feelings resulting from challenges, successes, and failures during physical activity.
 - b. Exhibit a positive outlook while encouraging peers during physical activity.
 - c. Express a willingness to try new activities and continue to participate when not successful on the first try.

Performing Arts/Dance

- 1. Acquire a basic understanding of movement skills.**
 - a. Isolate parts of the body.
 - b. Develop physical fitness components: flexibility, coordination, agility, endurance, and strength.
 - c. Perform basic axial and locomotor movements (e.g., walk, skip, jump, hop, roll, crawl).
- 3. Develop a basic understanding of the elements of dance.**
 - a. Explore changes in energy to evoke dynamics (swing, percussive, vibratory) alone and with a partner.
 - b. Respond to a musical beat and changes in tempo while traveling through all levels of space.
 - c. React to textural and color images with movement.
- 4. Identify and describe diversity of movement choices.**
 - a. Perform different movement choices.

Performing Arts/Music

- 1. Sing complete songs within an octave range and play simple rhythmic accompaniment.**
 - c. Sing music from a variety of sources.





Second Grade

Physical Education

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

- a. Demonstrate nonlocomotor movements with proficiency.
- b. Demonstrate locomotor movements at the intermediate level.

2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities

- a. Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.
- b. Apply movement concepts and principles to a variety of basic skills.
- c. Understand the benefits of trying new or difficult tasks.

3. Exhibit a physically active lifestyle.

- b. Discover the positive effects physical activity has on the body (i.e., enhances respiratory functions, stimulates muscle growth, decreases hyperactivity, increases heart rate).


4. Achieve and maintain a health-enhancing level of physical fitness.

- a. Engage in and recognize the benefits of sustained physical activity that causes increased heart rate and respiration.
- b. Recognize components of physical fitness such as muscle strength, muscle endurance, and flexibility at an introductory level.
- c. Perform activities that result in the development of muscle strength and endurance, flexibility, and coordination at the introductory level.
- d. Exercise regularly to build endurance.

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- c. Work cooperatively with a partner or group and recognize the enjoyment of shared play.

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Cooperate in helping others to achieve goals.
- 



Second Grade

(cont'd)

Performing Arts/Dance

1. Acquire a basic understanding of movement skills with increasing proficiency.

- a. Demonstrate physical fitness components: flexibility, coordination, agility, endurance, strength, control.
- b. Demonstrate the ability to vary control and direct forces of human energy used in basic axial and motor skills.
- c. Properly demonstrate and create locomotor movements with various accompaniment while employing spatial concepts of direction and pathways (e.g., sideways, curved, zigzagged).

2. Exhibit movement problem-solving experiences while demonstrating kinesthetic awareness of movement.

- b. Respond through movement to a wide range of stimuli, music, books, pictures, rhymes, and/or props.
- c. Explore basic actions of the body while traveling (alone and with partners) through space in a given spatial pattern or design (e.g., circle, line, square).

3. Develop a greater understanding of the elements of dance.

- b. Create shapes and movements using different spatial levels and positional concepts (e.g., low level shape in front of an object).

Performing Arts/Music

3. Listen to music of diverse cultures and styles and identify distinguishing characteristics.

- b. Interpret a music selection with appropriate movements or dramatization.

