

Rhythmic Ball Skills for 3rd-6th Grades

Share in the Wealth Conference 2015

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What is Rhythmic Ball Skills: It is a sequence of Choreograph Skills using Catching, Tossing, Bouncing and Rolling balls using upbeat Music(4/4 Beat)

Equipment needed: 60 balls (one for each student to accommodate large classes especially at the Middle School Level)

Grouping for Lesson Sequencing: Pairing Partner together (Boy/Girl) in scatter formation throughout the Gym

Simplified Routine Instructor leading through each sequence(Repeat several time and then perform with Music)

Dribble (8 Counts)

Toss up (8 Counts)

Toss up (8 Counts)

Out in (8 Counts)

Repeat Again

Dribble (8 Counts)

Toss up (8 Counts)

Toss up (8 Counts)

Out in (8 Counts)

Rolling (8 Counts) Repeat

Toss/Bounce (8Counts) Repeat

Bounce/Bounce (8 Counts) Repeat

Toss/Toss (8 Counts) Repeat

Change Side (8 Counts)

NAPE STANDARDS

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

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

Scope and Sequence: Demonstrates competency in motor skills and patterns needed to perform a variety of activities.
Kindergarten

Locomotor movement patterns (e.g. hop, jump, leap) and demonstrates mature patterns when walking and running. A variety of movement skills to use nonlocomotor skills (e.g. bend, twist, turn) while moving and stationary. Weight transfer and balance activities are important in learning to move in relation to others while moving through personal and general space.

Third Grade

Mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g. gymnastics, inline skating and rhythmic activities (e.g. structured dance, jump rope, creative dance). Ability to perform variations of different locomotor skills (e.g. jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in nongame play environments and are able to

catch objects at a medium level trajectory during game play.

Fourth Grade

Ability to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g. moving to a ball, trapping, dribbling, and then passing it; forward roll, scale (balance), travel and then do a cartwheel). Overhead throwing and striking patterns are mastered and ability to catch or handle objects from and trajectory (low, medium, or high) in simple situations. Ability to move in tempo to slow and fast rhythms.

Fifth Grade

Move through space using any movement pattern in combination with any non-motor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports are refined & used in game play. Ability to hit targets when performing manipulative skills. Ability to combine movement in meaningful ways, creating movement sequences that are smooth and fluid & done to several different rhythmic patterns.

Sixth Grade

Motor skills are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.

NATIONAL DANCE STANDARDS

Content Standards:

Identifying and demonstrating movement elements and skills in performing dance
Understanding choreographic principles, processes, and structures
Understanding dance as a way to create and communicate meaning
Applying and demonstrating critical and creative thinking skills in dance