The University of Southern Queensland

Course Specification

Description: Motor Development, Movement and the Young Child						
Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2014	10742	1, 2002	EXT	1.00	TWMBA

Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING

Examiner: Anne Petriwskyj
Moderator: Noel Geoghegan

RATIONALE

It is important that early childhood educators are capable of designing effective motor development programs for children birth- eight, which allow children to progress through various stages of sensory motor, perceptual motor and cognitive motor development. It is through such programs that educators can enable children to enhance understanding of movement and increase children's knowledge of their bodies. Such knowledge improves children's motor learning and motor control and helps them to have a more positive attitude to their physical ability.

SYNOPSIS

This course introduces students to the importance of motor skills to overall development and a range of factors which contribute to individual differences in children's motor development such as genetic, neurological, cognitive, personality and environmental factors. It also provides opportunities for students to develop guidelines for movement programs for children birth-eight and the selection of equipment and suitable activities. Students will be introduced to appropriate sensory and musical experiences, ways to organise motivating play spaces and ways of creating challenging and safe environments for promoting motor development.

OBJECTIVES

On successful completion of this unit students will be able to:

- have knowledge of typical movement patterns of children birth - eight, through careful observation.
- be aware of factors which contribute to differences in children's motor development.

- design and implement safe and challenging movement programs for children birth - eight.
- develop suitable assessment methods
- select equipment which challenges and stimulates motor development.
- create motivating environments which will promote motor development through play.
- select musical and other resources to promote motor development.

TOPICS

Description	Weighting (%)
1. The importance of motor skills to overall development. Motor Development Overview	30.00
2. Factors which contribute to individual differences in children's motor development	20.00
3. Designing children's movement programs	20.00
4. Designing play spaces for movement programs	10.00
5. Selecting and designing suitable equipment and toys for movement programs for children birth-8	10.00
6. Selection and use of resources for movement programs birth-8	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Meaney, P. (1993). *Sportstart.*, ACT: Australian Sports Commission.

Pica, R. (2000). *Experiences in movement with music, activities and theory*, (2nd ed.). Albany: Delmar.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Allen, K. E. & Marotz, L. (1999). *Developmental profiles: Prebirth through eight*, (3rd ed.). Albany NY: Delmar.

Beaty, J. (1996). *Preschool appropriate practices*, (2nd ed.). Fort Worth: Holt Reinhart Winston.

Catron, C. & Allen, J. (1999). *Early childhood curriculum: A creative play model*, (2nd ed.). NY: Merrill.

Charlesworth, R. (2000). *Understanding child development: For adults who work with young children*, (5th ed.). Albany, NY: Delmar.

Cocks, N. (1996). *Watch me, I can do it!: Helping children overcome clumsy and uncoordinated motor skills*, (Rev. ed.). Roseville NSW: Simon & Schuster.

Cook, R., Tessier, A. & Klein, M. D. (2000). *Adapting early childhood curricula for children in inclusive settings*, (5th ed.). Merrill.

Deiner, P. (1993). *Resources for teaching children with diverse abilities: Birth through eight.*, (2nd ed.). Fort Worth: Harcourt Brace Jovanovich.

Gallahue, D. (1996). *Developmental physical education for today's children.*, (3rd ed.). Madison: Brown & Benchmark.

Haines, J. & Gerber, L. (2000). *Leading young children to music*, (6th ed.). Upper Saddle River, N.Y.: Merrill.

Hammett, C. (1992). *Movement activities for early childhood*, Human Kinetics: Champaign II.

Hendrick, J. (1996). *The whole child: Developmental education for the early years.*, (6th ed.). Columbus, OH: Merrill.

Isenberg, J. & Jalongo, M. (1997). *Creative expression and play in early childhood.*, (2nd ed.). Upper Saddle River: Merrill.

O'Brien, C. (1991). *Fine motor development and the young child*, Brisbane: Department of Education.

O'Brien, C. & Hayes, A. 1995 *Normal and Impaired Motor Development: Theory into Practice*, Chapman & Hall.

Pangrazi, R.P. (1998). *Dynamic physical education for elementary school children.*, Boston: Allyn & Bacon.

Pica, R. (1999). *Moving and learning across the curriculum*, Albany: Delmar.

Saunders, S. (1992). *Designing preschool movement programs*, Human Kinetics: Champaign II.

Shipley, C. (1998). *Empowering children: Play based curriculum for lifelong learning*, (2nd ed.). Scarborough, Ontario: Nelson.

Weikart, P. (1998). *Teaching movement and dance.*, Ypsilanti, MI.: High Scope.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30
Directed Study	90
Private Study	50

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
PROJECT- ASSIGNMENT 1	50.00	50.00	Y	04 Mar 2002 (see note 1)
ASSIGNMENT 2	50.00	50.00	Y	04 Mar 2002 (see note 2)

NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.

2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

3 Summative assessment items will be given a numerical score.

4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.

5 All assessment items must be submitted. Assessment items must be passed overall.

6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.