Goals and Objectives

Develop student ability to travel in the general space while changing direction, using a variety of locomotor movements and various levels.

Standards Addressed

• Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.

• Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).

Standard Cues

• **Personal Space:** The space that surrounds the student and is within his or her reach.

• **General Space:** The boundary area in which students participate in activities.

• **High Level:** Straight and narrow, feet and legs together, reach high, extend body up with arms together.

• **Medium Level:** Wide and angular, wide base of support, knees slightly bent, arms wide, bent torso.

• **Low Level:** Round and curved, roll up in a ball, tuck chin to chest, knees to chest, close to or on the ground.

• **Travel:** Face direction of travel, head up, look for open space, change direction, avoid bumping into others.

• **Tempo:** Change speed with pace of music (slow, medium, fast).

• **Direction Change:** Move the body in space (up, down, left, right, forward, backward, sideways, clockwise, counterclockwise) on a signal, head up, look for open space, avoid bumping into others.

• **Walk:** Face forward, upright body position, heel-toe motion, medium stride, alternate feet, swing arms in opposition to legs, slow pace.

• **Run:** Face forward, upright body position, heel-toe motion, long stride, alternate feet, swing arms in opposition to legs.

• **Hop:** Face forward, take off and land on same foot, elbows bent, push off with leg in a forward motion, medium pace, smooth motion, short hops like in hopscotch.

• **Jump:** Face forward, feet shoulder-width apart, knees bent, arms behind body, swing both arms forward and upward, jump up and out, land on both feet, bend knees, absorb landing.

• **Slide:** Face sideways to direction of travel; eyes on target; feet parallel throughout movement; lead foot steps wide toward target; opposite foot moves alongside lead foot; repeat, leading with same foot or alternating lead foot.

• **Gallop:** Face forward; arms to the side of the body; step forward with one foot; toes of opposite foot move to heel of lead foot; one foot off ground at a time; repeat, leading with same foot or alternating lead foot.

• **Leap:** Face forward, take several running steps, take off with one foot in front of the body, extend opposite leg behind the body, arms extended to the side, bend knee of landing leg, absorb landing.

• **Skip:** Face forward, step and hop on right foot, lift left knee up, step and hop on left foot, lift right knee up, swing arms in opposition to lifted leg, medium pace, smooth motion.
Follow You, Follow Me / Traveling

Field Set Up: 6 cones to establish boundaries
Field Dimensions: 40 by 40 yards
Equipment: 6 flat cones for boundaries, die, locomotor skill signs
Student Positions: Students are randomly spaced within the coned area, allowing ample space for moving without collision.

Introduction Narrative
Today you are going to travel using different locomotor skills like walk, run, hop, skip, slide, and gallop. You will be performing these movements at high, medium, and low levels. You will perform the movements to different beats known as three-quarter time and four-quarter time. You will be traveling through the general space so be sure to keep your heads up and avoid bumping into others. Later we will play a game called “Follow You, Follow Me” where you will take turns deciding how to travel while performing different locomotor movements.

Activity
Locomotor Traveling
- Students stand within the coned area and teacher leads various locomotor movements in place at various levels (low, medium, high). Review all locomotor movements: walk, run, hop, jump, slide, gallop, leap, and skip.
- Students practice each of the movements.
- On the teacher’s command, students travel through the general space performing their favorite locomotor skills.

Travel to the Beat
- Demonstrate 4/4 (four-quarter) and 3/4 (three-quarter) time using a drum or hand clap.
  - Four-quarter time is the most common time used in modern music. It is characterized by four equal quarter beats (1, 2, 3, 4).
  - Three-quarter time is used in waltzes and some country and western music. It is characterized by three beats with the emphasis on the first beat (1, 2, 3; 1, 2, 3).
- Students line up side-by-side at one end of the coned area.
- On the teacher’s command, students travel from one end of the coned area to the other performing the locomotor skills indicated by the teacher. The teacher uses the drum to indicate the beat for the movement (4/4 or 3/4).
- Progress from slower and simpler movements to faster and more difficult movements.
- Incorporate various tempos (slow, medium, fast) and levels (low, medium, high).
- Add directional changes using two claps as an audible cue. While students are traveling, the teacher claps twice, students make a one-half turn (180 degrees), and continue traveling using the same locomotor skill.
- Use all locomotor movements and remind students to avoid bumping into others.
Challenge

Follow You, Follow Me

- Each number on the die corresponds with a different locomotor activity.
- Roll the die and the students perform the appropriate movement while traveling through the general space.
  1. Walk
  2. Run
  3. Hop
  4. Jump
  5. Slide
  6. Gallop

- On the first roll, students decide individually how to travel (forward, backward, right, left) while performing the skill.
- On the second roll, the teacher decides how students travel while performing the skill.
- Be sure that students are able to perform all locomotor skills properly while changing directions and without bumping into others.

Progressions and Variations

- If students are having difficulty with a particular locomotor skill, provide verbal and visual cues. Practice until all students can perform the movement successfully.