	<b>SUBJECT DESCRIPTION</b>	<b>MODELO PED.012.02</b>
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<i>Course</i>	Bsc. In Sports, Physical Fitness and Health		<i>Academic year</i>	2021/2022
<i>Subject</i>	Motor Development and Psychomotricity		ECTS	4
<i>Type of course</i>	Compulsory			
<i>Year</i>	1 <sup>st</sup>	<i>Semester</i>	1 <sup>st</sup>	<i>Student Workload:</i>
<i>Professor(s)</i>	Pedro Tiago Matos Esteves		<i>Total</i>	108
<i>Area/Group Coordinator</i>	Carolina Vila-Chã			

**Predicted SD**

## 1. LEARNING OBJECTIVES

This subject aims for the students to:

- 1) Discuss the relevance of human development and motor development within physical activity and sports;
- 2) Understand and interpret the major theories and models of motor and human development;
- 3) Characterize the age periods of development;
- 4) Understand changes in motor behaviour resulting from the process of maturation, growth, morphological typology, development and learning;
- 5) Analyse the process of process of acquisition and development of physical abilities and motor skills;
- 6) Observe, analyse and evaluate motor patterns;
- 7) Frame the implementation of practical tasks related to the development of physical abilities and motor skills.

## 2. PROGRAMME

### a. Human and Motor development: contextualization

- i. Motor development within sports and physical activity;
- ii. Variables and influential factors;
- iii. Models and theories;
- iv. Age periods and stages;

### b. Growth

- i. Conceptualization;
- ii. Characterization of periods of growth;
- iii. Growth curves;
- iv. Variables and influential factors;
- v. Evaluation procedures;

**c. Morphological Typology and Somatotypes**

- i. Conceptualization;
- ii. Characterization of endomorphic, mesomorphic, and ectomorphic components;
- iii. Somatotype;
- iv. Body composition;

**d. Maturation**

- i. Conceptualization;
- ii. Variables and influential factors;
- iii. Evaluation procedures;

**e. Motor performance**

- i. Characterization and evaluation of motor patterns;
- ii. Development of physical abilities;
- iii. Critical vs sensitive phases.

**3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES**

- 1) Discuss the relevance of human development and motor development within physical activity and sports; 2) Understand and interpret the major theories and models of motor and human development; 3) Characterize the age periods of development, refers to:
  - a) Human and Motor development: contextualising physical activity and sports;
- 4) Understand changes in motor behaviour resulting from the process of maturation, growth, morphological typology, development and learning, refers to:
  - b) Growth;

- c) Morphological typology and somatotypes;
  - d) Maturation;
- 5) Analyse the process of process of acquisition and development of physical abilities and motor skills; 6) Observe, analyse and evaluate motor patterns; 7) Frame the implementation of practical tasks related to the development of physical abilities and motor skills, refer to:
- e) Motor performance.

#### **4. MAIN BIBLIOGRAPHY**

- Davids, K., Button, C., & Bennett (2008). *Dynamics of skill-acquisition. A Constraints-Led Approach*. Champaign: Human Kinetics.
- Fragoso, M. I., & Vieira, F. (2018). *Morfologia e crescimento*. Lisboa: FMH.
- Gallahue, D., & Ozmun, J. (2005). *Compreendendo o desenvolvimento motor: bebês, crianças, adolescentes e adultos* (3ª Ed.). São Paulo: Phorte Editora.
- Haywood, K. M., & Getchell, N. (2019). *Life span motor development* (7th ed.). Champaign Ill: Human Kinetics.
- Lopes, V., Maria, J., & Mota, J. (2000). *Aptidões e Habilidades Motoras. Uma visão desenvolvimentista*. Lisboa: Livros Horizonte.
- Malina, R., Bouchard, C., & Bar-Or, O. (2003). *Growth maturation and physical activity* (3ª ed.). Champaign IL: Human Kinetics.
- Neto, C. (2020). *Libertem as crianças. A urgencia de brincar e ser ativo*. Lisboa: Contraponto Editores.
- Payne, V., & Isaacs, L. (2020). *Human motor development: a Lifespan approach* (10ª ed.) New York: Routledge.
- Schmidt, R. A., & Wrisberg, C. A. (2008). *Motor learning and performance: a situation-based learning approach* (4th ed.). Champaign: Human Kinetics.

#### **5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)**

Teaching methodologies of this curricular unit are supported on knowledge appropriation in both theoretical and theoretical-practical sessions. In the first case, (1) expositive

classes, bibliographic research, discussion of research papers, reading forms, discussions sessions and oral presentations are considered. In the second case, (2) experimental sessions, group-work, problem solving situations and case studies are considered. By this means, the student may access theoretically-based information along its proper mode of transfer to practical settings.

Evaluation method of the curricular unit will be based on a *continuum*, including two components: (i) group-work – Portpholio (average of all tasks cannot be lower than 8/20) and (iii) two written tests (average of both tests cannot be lower than 9.5/20 and each one cannot be lower than 8/20). Each of these components is valued with a relative weight of 40% and 60%, respectively. Exam evaluation is considered throughout a written test.

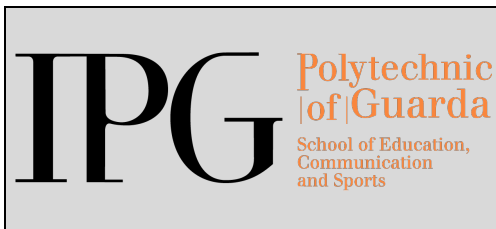
## **6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES**

1) Discuss the relevance of human development and motor development within physical activity and sports; 2) Understand and interpret the major theories and models of motor and human development; 3) Characterize the age periods of development; 4) Understand changes in motor behaviour resulting from the process of maturation, growth, morphological typology, development and learning; 5) Analyse the process of process of acquisition and development of physical abilities and motor skills; 6) Observe, analyse and evaluate motor patterns; 7) Frame the implementation of practical tasks related to the development of physical abilities and motor skills, refers to:

(1) expositive classes, bibliographic research, discussion of research papers, reading forms, discussions sessions and oral presentations;

3) Characterize the age periods of development; 4) Understand changes in motor behaviour resulting from the process of maturation, growth, morphological typology, development and learning; 5) Analyse the process of process of acquisition and development of physical abilities and motor skills; 6) Observe, analyse and evaluate motor patterns; 7) Frame the implementation of practical tasks related to the development of physical abilities and motor skills, refers to:

(2) experimental sessions, group-work, problem solving situations and case studies.

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## **7. ATTENDANCE**

The student is required to attend to 2/3 of the workload and participate in the evaluation tasks in line with the “*Regulamento Escolar dos cursos de 1º Ciclo do Instituto Politécnico da Guarda*”.