



Australian Government
Australian Sports Commission

Curriculum Alignment Guidelines

For the Sport Sector

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CONTENTS

Introduction	1
What is curriculum alignment?	2
Why align to the curriculum?	2
Key considerations	2
How to align to the curriculum?	4
Step 1 - Determining learning intentions	4
Step 2 - Linking to the curriculum	4
Step 3 - Planning for assessment	6
Step 4 - Selecting learning activities	7
Checklist	8
Glossary	9

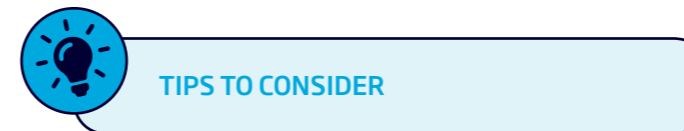
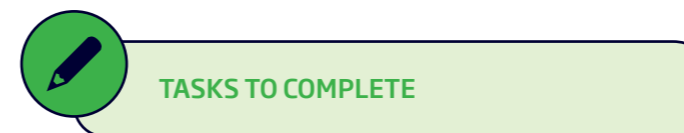
INTRODUCTION

The Australian Sports Commission (ASC) has a strong focus on building the sport sector's capacity and capability to increase access and participation in sport for all Australians, in particular children and young people.

Schools are a great marketplace for sports to gain exposure and increase participation through positive experiences. However, this market is competitive and each school's core concern is for their student's learning and wellbeing. As a result, it is important to apply relevant customer insights to the development of programs and resources to ensure that sports are remaining relevant by meeting the needs of teachers and students.

Subsequently, one of the best ways to be successful in the education market is through the alignment of programs and resources to the Australian Curriculum. The ASC's **Curriculum Alignment Guidelines** aim to assist sports in understanding how to develop or adapt resources to align with the Australian Curriculum. The guidelines provide an overview on what is involved, the benefits of alignment, and the key considerations for this process. It also includes a step-by-step process that sports can follow when developing or adapting resources.

The icons below can be found throughout these guidelines, providing relevant **tasks to complete** or **tips to consider** when developing your resources.



WHAT IS CURRICULUM ALIGNMENT?

The Australian Curriculum sets the expectations for what students should be taught and what they need to achieve from Foundation to Year 10 (F-10).

Curriculum alignment is the process of developing or adapting resources to incorporate curriculum content so that activities address what teachers are required to deliver for students across F-10.

There are many different ways resources can be aligned to the Australian Curriculum. The final resource will be determined by:

- > Why you have decided to develop or adapt a resource?
- > What you want teachers to deliver?
- > What you want students to learn?

WHY ALIGN TO THE CURRICULUM?

By aligning resources to the Australian Curriculum, sports play an important role in supporting teachers to deliver quality Health and Physical Education (HPE) and sport programs. Aligned resources increase their relevance with teachers and schools, and enhances credibility.

Further benefits include:

- > Higher demand for your sport programs from schools
- > Increased exposure of your sport to teachers and students
- > Creation of teachers as 'champions' for your sport
- > Longevity of delivery of your sport within the school
- > Sport becomes more valued within the school community
- > A streamlined and consistent approach to delivery of your sport across all schools

KEY CONSIDERATIONS

Content

It is important to remember that some teachers who deliver HPE and sport programs within school may have little experience with your sport. To make resources accessible and relevant, it is important to ensure that your resources:

- > **Use clear and simple instructions** - descriptions should be to the point and inform teachers only what they need to know.
- > **Include illustrations to explain activities** - visual representation of the activity will assist a teacher's understanding of how the activity should be delivered.
- > **Limit sport-specific language** - simple language will provide a better understanding for teachers and avoid confusion. If it is necessary to use sport-specific language, provide a glossary for these terms. For example, if using terms such as "dummy pass" in a Rugby League or Touch Football resources, an explanation of this term may be necessary for teachers.
- > **Keep the end user/s front of mind** - engage with the key audiences and draw on market insights and resources to develop, test and refine your resource. Understanding the core need of teachers and students will provide valuable insight and opportunities for innovation to develop highly relevant and engaging content.

Some questions you might ask teachers include:

- > Is the resource easy to understand and use?
- > Do the students enjoy it? Are they engaged and learning?
- > Does it contain enough detail to effectively deliver the sessions? If not, what else needs to be included?

Engage an education consultant

When developing resources to align to the curriculum, it is important to consider engaging an education consultant for professional guidance and support. With comprehensive knowledge of the Australian Curriculum, relevant state-based priorities, and the current nature of the education environment, a consultant will ensure your resource is relevant and effective for students and teachers. If required, the ASC can provide assistance to identify consultants that work in resource development.

There are a number of ways that an education consultant could support your resource development:

1. Review existing resources and provide recommendations on how to align to the curriculum
2. Support the design of new resources aligned to the curriculum, including assistance in identifying the target specific learning areas (subjects), cross-curriculum priorities and/or general capabilities to be addressed
3. Provide strategic advice about promotion, marketing and dissemination to schools.

While HPE is the key learning area where students learn about movement, games and sport, there are opportunities in other Australian Curriculum learning areas where sport-based activities can be integrated. Working with an education consultant will ensure genuine and explicit links to not only the HPE curriculum, but also other key learning areas and general capabilities of the Australian Curriculum.

For example:

- › **Theory-based Health and Physical Education resources** - complementing existing movement-based practical resources such as safety-based lessons that explore types and effectiveness of protective equipment, strategies for participating safely and rule modifications in games.
- › **Resources linked to other learning areas** - embedding learning in relation to literacy, numeracy or cross-curriculum content in game-based activities, such as exploring literacy concepts through a sports journalism unit in English or exploring forces and motion in Science using sports examples.

Publication and promotion

Publication of resources generally occurs in two formats - print (hard copy) or digital (online), both of which teachers use. Offering the flexibility of print and digital options increases your reach and opportunity for adoption with teachers who may have a strong preference for one over the other. Each format requires different considerations, for example:

- › **Print (hard copy)** resources need to be easy-to-navigate and include images and graphics to illustrate skills, concepts and game activities. This resource should be durable to support regular use, i.e. provided in a folder or printed as a book.
- › **Digital (online)** resources should include hyperlinks to related sections and use videos and external links where possible to illustrate skills, concepts and game activities. Layout might need to differ to the hard copy version to suit phone and tablet use. The cost of this resource is variable and dependent on the level of interaction and functionality you wish to involve.

Attribution is now a requirement from the Australian Curriculum, Assessment and Reporting Authority (ACARA) to attribute copyright and include the following statement in resources that use Australian Curriculum content. It is recommended sports initially include the full statement below at the beginning of the resource, then use the abbreviated reference, as has been done throughout these guidelines.

Full statement:

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Abbreviated reference:

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Promotion of your resource to teachers is an important aspect that affects sport uptake and longevity within schools. Consider the following options for promotion:

- › **Online publication** provides a cost-efficient and user-friendly way of publishing and distributing resources to teachers. This allows you to update resources easily, and digital resources are also more likely to be shared by teachers among their online networks.
- › **Social media** is used by teachers to interact with like-minded members of their profession. Facebook, Twitter and Pinterest are often used by teachers as a way of locating new resources to support their teaching and finding recommendations from other teachers. Interacting with teachers and sharing your resource on social media channels will increase awareness of your sport and the reach of your resources.
- › **Industry events and publications** are opportunities to promote and demonstrate your resources, enable teachers to gain a working knowledge of the content, and generate 'word of mouth' recommendations through teacher professional networks, conferences and professional development.
- › **Write an article for an education journal or publication** where you articulate the value and relevance of your new resource directly to educators. Utilise educators to champion your resource; possibly those who may have provided feedback while developing this.
- › **Education networks** can be used to build your reach amongst education influencers by asking them to help promote your resource with their colleagues.

HOW TO ALIGN TO THE CURRICULUM?

Step 1 - Determining learning intentions

The first step is to identify what you want students to learn about your sport. These are what teachers call **learning intentions** and should be used as a reference point throughout the resource development. When designing learning intentions it is important to identify:

- > What do I want students to know?
- > What do I want students to understand?
- > What do I want students to be able to do?

If a planned activity in a resource does not focus on identified learning intentions, then it should not be included.

Some examples of learning intentions with sport-specific examples are listed below.

Table 1: Learning intentions examples

Learning intention	Examples in sports
Students practise and refine specialised skills	<ul style="list-style-type: none"> > Passing, throwing, catching and shooting in Netball > Serving, forehand and backhand in Tennis
Students understand the rules of the game and how to officiate	<ul style="list-style-type: none"> > In AFL, players can use any body part or move the ball towards their attacking goals > Students understand the scoring system of Volleyball and can umpire a game
Students understand the history and cultural significance of your sport	<ul style="list-style-type: none"> > The long jump in Athletics is one of oldest sporting events in the Olympics and was originally called the 'broad jump' > There are similarities between the rules and tactics of modern games and traditional Indigenous games
Students understand key concepts and strategies to enhance performance in your sport	<ul style="list-style-type: none"> > Using the corners and side walls of a squash court will make it more difficult for opponents to return the ball well > In basketball, a 'zone defence' is strategy that can be used to stop players scoring inside the key



Identify the **learning intentions** you would like students to achieve from your **resource**.



Learning intention examples can be found at the [Assessment for Learning website](#).



Step 2 - Linking to the curriculum

When learning intentions are identified, the next step is to explore where the learning is covered in the curriculum. This information can be found in the **Achievement Standards** and the **Content Descriptions** of the Health and Physical Education curriculum (or other relevant subject areas you have decided to align to).

The [Australian Health and Physical Education Curriculum](#) is written in 6 bands for Foundation to Year 10 and includes Achievement Standards for each. The below table describes the physical activity and sport focuses for each band level.

Table 2: Australian Curriculum Band Levels, Years and physical activity/sport focus areas

Band	Year/s	Focus
Band 1	Foundation	Development of Fundamental Movement Skills (FMS)
Band 2	Years 1 and 2	
Band 3	Years 3 and 4	
Band 4	Years 5 and 6	Refinement of FMS skills in modified games
Band 5	Years 7 and 8	Development of specialised movement skills in sport specific games
Band 6	Years 9 and 10	Development of more specialised and complex movement skills in sport specific games

a. Achievement Standards

An **Achievement Standard** (Standard) describes the understanding and skills a typical student should be able to demonstrate at the end of the band level. Each Standard includes two paragraphs that describe:

- > Paragraph 1 - what students should understand
- > Paragraph 2 - what students should be able to do

These descriptions represent learning that is to occur over an entire band level (1-2 years) so it would not be possible to address the entire achievement standard in one resource. It is recommended to identify **two or three elements from a Standard** for the selected band level that explicitly link to what you want students to learn. For example:

Table 3: Identifying elements in an Achievement Standard

Years 5 and 6 Achievement Standard		
<p>By the end of Year 6, student investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions and behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>		
Identified Achievement Standard element	Identified Achievement Standard element	Identified Achievement Standard element
Demonstrate fair play and skills to work collaboratively	Perform specialised movement skills and sequences	Combine movement concepts and strategies to achieve movement outcome and solve movement challenges

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b. Content Descriptions

The next step involves identifying the **content descriptions** that align to your learning intentions and achievement standard elements.

Each band level includes a set of content descriptions that specify what teachers are expected to teach and what students should learn in that band. They describe the knowledge, skills and understanding that students should complete as they progress through their schooling.

Content descriptions include a **content code** that hyperlinks to **elaborations**. Elaborations are sample ideas (not compulsory) that provide a deeper understanding of the content description and describe how it could be taught. Reading the elaborations is recommended as they can assist with activity ideas for your resources.

Figure 1: Australian Curriculum Content Description components

Content Description
Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMPO69)
Elaborations
<ul style="list-style-type: none"> > Explaining why infringements result in consequences such as a penalty or free pass > Proposing changes to the rules and/or conditions to create a more inclusive game or allow for a fairer content > Correctly interpreting and applying rules in physical activities

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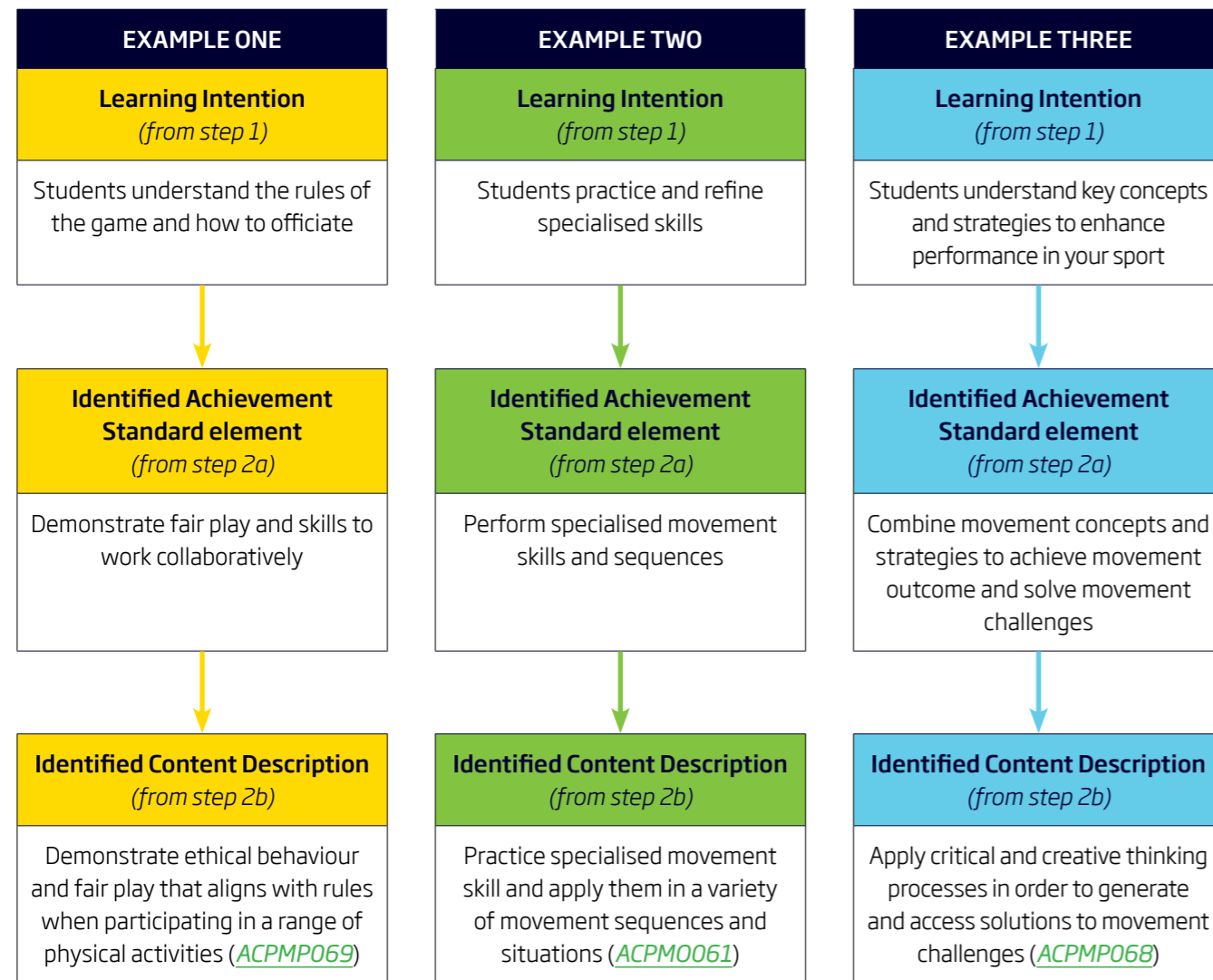


1. Download the PDF [Sequence of Achievement](#)
2. Read through the achievement standards and identify:
 - i. What year/s match your learning intentions
 - ii. 2-3 elements of the achievement standard that will be the focus of your resource
3. Download the PDF [Sequence of Content](#)
4. Identify the content descriptions that link to your achievement standard elements. Include the content code so teachers can easily recognise the connection to curriculum outcomes.

Note: The PDF's are summarised documents and should be used together with the full [Australian Curriculum website](#) throughout resource development process.

Examples of how to identify the key achievement standards and content descriptions from the Years 5 and 6 Achievement Standard is provided below.

Figure 2: Identifying key Achievement Standards and Content Descriptors



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Step 3 - Planning for assessment

Teachers are required to deliver specific content to students and also make judgements about how well they have demonstrated the intended learning. This is part of the assessment process, and should be included in your resources.

It is important to include cues for teachers to understand what good performance looks like in the activities, as well as key teaching points for how to adjust incorrect techniques or performances.

When developing activities think about how teachers might assess students. This can be achieved by reflecting on what exactly students should **understand** and **be able to do** by the end of each activity or session.

For example, in basketball:

- > What do you want students to **understand** by the end of the session?
 - How to maintain possession in a 3-on-3 game
 - The rules for playing basketball
 - How to set up a zone defence

	Good performance	Teaching points
MAINTAIN POSSESSION IN A 3-ON-3 GAME	<ul style="list-style-type: none"> > maintain possession of the ball whilst under pressure from defenders > uses strategies for passing the ball around the court without it being intercepted > strategies to create scoring opportunities 	<ul style="list-style-type: none"> > use verbal and non-verbal signals to communicate your intentions to teammates > use a variety of passes to move the ball around your team mates > move into space before calling for or receiving a pass

- > What do you want students to **be able to do**?
 - demonstrate how to maintain control while dribbling
 - defend a player effectively in a small-sided game

	Good performance	Teaching points
DRIBBLING SKILLS	<ul style="list-style-type: none"> > able to dribble effectively with both hands > able to move down the court whilst dribbling the ball > able to maintain control dribbling whilst scanning the court area 	<ul style="list-style-type: none"> > use the finger pads rather than the palms of your hand to control the ball when dribbling > push the ball downwards rather than using a hitting movement to maintain control > use the non-dribbling hand to protect the ball from defenders



Identify and record 2-3 learning intentions for each session you are planning

For each learning intention identify the:

- > cues for teachers to understand what **good performance** looks like
- > key **teaching points** for how to adjust incorrect techniques or performances.



Review your identified **Achievement Standard elements** and **Content Descriptions** (Step 2) and consider the following:

Do they match what you think students will learn in the sessions?

If not, revisit the Achievement Standards and Content Descriptions – these will need to match to develop a quality resource.



Step 4 - Selecting learning activities

Equipped with the information completed in Steps 1-3 you are now ready to plan the learning activities to be included in each session.

Learning activities provide the direction to teachers about what they can teach to students for them to achieve the identified learning intentions of the resource. These activities could be drawn from an existing resource, or you may need to design new activities. Reflect back on the learning intentions that you identified in **Step 1** to help select appropriate activities that will support this learning. For example:

Learning intention	Sport specific example	Learning activities
Students understand key concepts and strategies to enhance performance in your sport.	In basketball there are a number of strategies that can be used to stop players scoring inside the key.	<ul style="list-style-type: none"> > Turn over drill where players practise shifting from attack to defence and sprint back down the court into position (get back-get ready) > Teaching player versus zone offence positions > 3-on-3 small-sided games that practise tracking an attacker (tag games first, then introduce a ball)

EXAMPLE SESSION PLAN

The basketball session plan in this table displays the content discussed in Steps 1-4 and can be used to assist when developing your resource.

NOTE: This is not a complete session plan, it is intended only as an sample to demonstrate how your curriculum-aligned content can be developed into a session.


A full session plan should include other factors regarding the delivery of the session, i.e. the playing area, activity instructions, game modifications, questions for the students, and time.


Table 4: Example session plan


Venue: Basketball courts	Weather: ☀️ ☁️ 🌧️	Curriculum Content Descriptions: Step 2 - linking to the curriculum	
Time: 45 minutes	Equipment: Cones, basketballs, bibs, whistle	Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACMP061)	Propose and apply movement concepts and strategies with and without equipment (ACMP063)
Band/Year: 5/6	Session focus: Dribbling skills		
Learning intentions: Step 1 - determine learning intentions Students practise and refine their dribbling skills		Learning activities: Step 4 - select learning activities Dribbling activities: <ul style="list-style-type: none"> > Dribbling and robbers > Interceptor > End to end > 5 point player 	Class management/energisers: <ul style="list-style-type: none"> > Group management activities > Class energisers Assessment methods: <ul style="list-style-type: none"> > Teacher observation > Skill-based data collection > Peer assessment > Task analysis > Work sample
Teaching points: Step 3 - Planning for assessment Dribbling skills: <ul style="list-style-type: none"> > use the finger pads rather than using palms of the hand to control the ball > push the ball downwards rather than using a hitting movement to maintain control > use the non-dribbling hand to protect the ball from defenders 		Game modifications:	Session evaluation/assessment: Step 3 - Planning for assessment <i>How will you know if students have achieved intended learning?</i> Are students able to: <ul style="list-style-type: none"> > dribble the ball with both hands > move down the court whilst dribbling the ball > maintain control dribbling whilst scanning the court area.
		Notes/incidents:	


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Additionally, the below **key elements** should be considered when selecting learning activities to ensure your resource is appropriate for a school environment:


-  **Session duration** – an average lesson is 45-60 minutes, therefore sessions within a resource should fit into this timeframe.


-  **Resource length** – 6-8 sessions for each year group is a realistic amount for most teachers to deliver. This will accommodate the school term length (approximately 10 weeks) and amount of HPE sessions run with each year group.


-  **Equipment** – the equipment required to deliver activities can be a prohibitive factor for some schools and teachers. Age-appropriate equipment is paramount and access to the right equipment is a critical success factor for effective delivery. Where equipment is limited or unavailable, consider activities that can utilise basic equipment that is available in most schools, such as markers, cones, generic balls, bibs and braids.


-  **Facilities** – not all schools have the same sport facilities such as grass ovals, flat surfaces, basketball, netball or tennis courts. As a result, it is beneficial to provide details of the size and type of space required for activities in your resource. Additionally, you should design activities that could be played in a range of different facilities available in schools, i.e. indoor spaces for wet weather conditions, small grass areas and concrete surfaces.

-  **Inclusive** – schools focus on providing learning programs that promote equality for all students. The needs and interests of students will vary and it is important to ensure programs are flexible and contain activities that avoid exclusion and provide options to cater for varying abilities. This may require modified equipment to allow for different skill levels or may mean adapting student groupings to allow for different levels of challenge in the activities.

-  **Fun and engaging** – a key aspect of increasing participation and continuing involvement in sport is to ensure that students are having fun and are engaged in activities. Selecting activities that students will find challenging but fun to be involved in will help to ensure they are engaged whilst they are learning new skills and concepts.


 Identify **learning activities** that will be included in your sessions. Ensure the **key elements** in this step have been taken into account.
 When all learning activities are identified, the information gathered from Steps 1-4 can now be put into the **session plans** that will make up your resource.
 Use the **checklist** at the end of this document to help you ensure all 4 steps have been covered.

 **Content Elaborations** provide ideas of what activities could look like for your selected content descriptions. Use the [Australian Curriculum website](#) to access the elaborations.

 Consider **piloting the resource** in a number of schools before final publication to test and gain final feedback.

CHECKLIST

Step	Task	Tick
Step 1 Determining learning intentions	> Identify the learning intentions for your resource	<input type="checkbox"/>
Step 2 Linking to the curriculum	> Download the PDF Achievement Standards > Identify: - what year/s match your learning intentions - 2-3 achievement standards elements that will be the focus of your resource	<input type="checkbox"/>
Step 3 Linking to the curriculum	> Download the PDF Content Descriptions > Identify the content descriptions that link to your achievement standard elements	<input type="checkbox"/>
Step 4 Planning for assessment	> Identify 2-3 learning intentions for each session > For each learning intention identify the: - cues for teachers to understand what good performance looks like - key teaching points for how to adjust incorrect techniques or performances	<input type="checkbox"/>
Step 4 Selecting learning activities	> Identify learning activities for your sessions > Ensure the key elements have been taken into account > Input learning activities and information from Steps 1-4 into the session plans that will make up your resource.	<input type="checkbox"/>

 **Reviewing other curriculum aligned sport resources** can provide ideas for the development of your resource:

- > [Play for Life Resources](#)
Australian Sports Commission
- > [Little Shredders](#)
Ski and Snowboard Australia
- > [PlayNRL In-School Program](#)
National Rugby League

GLOSSARY

The table below provides definitions for the key terms used when working with the Australian Curriculum, which are referred to in these guidelines.

Term	Definition
Achievement Standards	Describe what a typical student should be able to understand and do at the end of the band level. Each achievement standard includes two paragraphs that describe what students should understand and be able to do.
Content codes	Interactive 8 digit codes that link to additional information about each Australian Curriculum content description.
Content descriptions	Describe what is to be taught and what students are expected to learn. Content descriptions include knowledge, understanding and skills, described at a year level or band of years. The content descriptions are accompanied by content elaborations, which are optional, and are provided to give teachers ideas about how they might teach the content.
Curriculum alignment	The process of developing or adapting resources to include curriculum content to ensure activities address what teachers must teach and students must learn.
Elaborations	Sample ideas (not compulsory) that provide a deeper understanding of the content description and describe how it could be taught.
Fundamental Movement Skills (FMS)	The foundation movements or precursor patterns to more specialised, complex skills in games, sports, dance, gymnastics and physical recreation activities. The fundamental movement skills to be developed through HPE include: <ul style="list-style-type: none"> > Locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety > Object control skills – bouncing, throwing, catching, kicking, striking.
Games and sports	Modified games, traditional games or sports, culturally significant games and sports (such as traditional Indigenous games and games of significance from the Asia region) and non-traditional games and sports (including student-designed games). Most games and sports can be classified into invasion games, net and wall games, striking and fielding games and target games.
Learning activities	The individual or sequence of skills or games that will be used to develop the learning objectives students will achieve in a lesson.
Learning intentions	A learning intention (or objective) for a lesson or series of lessons is a statement which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Term	Definition
Minor games	Simple games, with few rules, designed to allow students to <i>practice</i> skills, <i>tactics</i> and strategies in a challenging situation.
Modified games	Games or sports that are simplified to suit the skills, strategic understandings and characteristics of students through alterations to the game's constraints such as rules, equipment and/or the size of the playing area.
Movement concepts and strategies	These provide a framework for enhancing movement performance. <i>Movement concepts</i> (or <i>elements of movement</i>) explored in the curriculum include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space. <i>Movement strategies</i> refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. Movement strategies include moving into space to receive a pass from a teammate or hitting a ball away from opponents to make it difficult to retrieve or return the ball. Different <i>games and sports</i> may require similar activities or goals and will therefore use similar movement strategies to achieve success.
Movement sequence	A combination of <i>fundamental movement skills</i> and <i>movement elements</i> to enable a body and/or objects to move in response to a stimulus; or a planned order of movements.
Perform	To execute a movement or movement sequence such as a volleyball set, folk dance, ball skills or teamwork skills.
Physical activity	Body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure. <i>Physical activity</i> is a broad term that includes playing <i>sport</i> ; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active <i>recreation</i> .
Practice	To repeat and rehearse an activity or exercise for the purpose of improvement or to maintain proficiency.
Refine	To improve and hone knowledge, understanding and skills by making subtle or fine distinctions.
Specialised movement skills	Movement skills that are required in more organised games and activities. Examples of <i>specialised movement skills</i> include fielding a ground ball in softball, climbing a rock wall and performing a grapevine step in dance.



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