



COURSE DATA

DATA SUBJECT

Code: 33228
Name: Motor skills
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Facultat de Ciències de l'Activitat Física i Esports	1	First quarter, Second quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	Motor skills	COMPULSORY
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Habilidad Motora	COMPULSORY

COORDINATION

APARICIO APARICIO INMACULADA

SUMMARY

Motor Skill is applied within the concept of Physical Education Basis. Its main aim is the study and practical application of the relationships established between human motor skills and perceptive faculties, the main elements involved in the educational and research treatment of Motor Skills.

This subject uses as basic teaching-learning contents the motor-psychomotor, cognitive, and socio-affective areas, fundamental in the educability of body efficiency, the main objective of Motor Skills, applicable in the teaching of Physical Education, Special Education, Sports Initiation and in the Physical-sports Preparation.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

The theoretical and practical contents of this subject offer the student the opportunity to acquire knowledge from practice to theory, with unique and specific activities that give it character, not requiring any specific requirement, regardless of the minimum academic education, to course university studies. However, it is recommended that students have a physical activity experience, which is a guarantee that their motor experience facilitates understanding.

COMPETENCES / LEARNING OUTCOMES

1312 - Degree in Physical Activity and Sport Sciences

Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.

Design, implement and evaluate the teaching-learning processes related to physical activity and sport, paying attention to the individual, collective and contextual characteristics of people.

Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.

Know and understand the effects of the practice of physical exercise on the structure and function of the human body.

Know and understand the fundamentals, structures and functions of human motor skills and movement patterns.

Master the material resources and apply them to improving motor skills.

Plan teaching-learning processes for the acquisition of motor skills.

Plan training processes for the development and improvement of motor skills.

Select and know how to use sports material and equipment, suitable for each type of activity and population.

Understand and develop the basic skills derived from play actions.

Understand and master the motor skills related to sports initiation.

1331 - Degree in Physical Activity and Sport Sciences (Ont)

Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.

Design, implement and evaluate the teaching-learning processes related to physical activity and sport, paying attention to the individual, collective and contextual characteristics of people.



Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.

Know and understand the effects of the practice of physical exercise on the structure and function of the human body.

Know and understand the fundamentals, structures and functions of human motor skills and movement patterns.

Master the material resources and apply them to improving motor skills.

Plan teaching-learning processes for the acquisition of motor skills.

Plan training processes for the development and improvement of motor skills.

Select and know how to use sports material and equipment, suitable for each type of activity and population.

Understand and develop the basic skills derived from play actions.

Understand and master the motor skills related to sports initiation.

DESCRIPTION OF CONTENTS

1. Ability and Motor Skills in physical education and sport.

Introduction, previous concepts, and contextual application. Specific theoretical-practical constructs to socio-motor, perceptual-motor and psycho-motor skills.

2. Basic motor skills.

Introduction, previous concepts. Motor and perceptual characteristics of the basic motor skill, specific constructs of the basic, coordinative, and visual motor skill.

3. Motor Skill teaching and learning.

Introduction, previous concepts and contextual application. Theory on the teaching-learning of Motor Skills. Theoretical-practical constructs specific to dissociated and perceptual motor skills. Displacement.

4. Motor Skill Training.

Introduction, previous concepts and contextual application. Theory on physical-sports training of Motor Skills. Theoretical-practical constructs specific to motor skills: running, dribbling and throwing.



5. Sports-Motor Skill.

Introduction, previous concepts and contextual application. Sports initiation, teaching-learning stages of sports. Theoretical-practical constructs specific to motor skills: oculo-manual and oculo-pedal.

6. Perceptual mechanisms of Motor Skill.

Introduction, previous concepts and contextual application. Perception and educational action of Motor Skills. Perceptual-motor learning in physical education.

7. Fundamentals of Motor Skill.

Introduction, previous concepts and contextual application. Motor-enabled relationships and play in physical-sports education. The play as a perceptual-motor playful skill and its impact on Motor Skill.

8. Educational status of sport-motor skill.

Introduction, previous concepts and contextual application. Educational situation of the teaching-learning of sports-motor skills.

9. Motor Skill educational designs.

Introduction, previous concepts and contextual application. Programming / educational planning of Motor Skills in its different contexts. Principles of educational programming and elements for diversity. Design methodology for motor skill tasks.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	15,00
Classroom practices	45,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	0,00



Preparation for assessment activities	30,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Teaching methodology of the theory will be developed through presentations by the teacher in an introductory way to the different topics and through activities with technological support, both individually and in groups. In the practical classes, the teacher will exemplify the different groups of skills and motor abilities with sessions, giving tools for the understanding of the topics and for the development of sessions by the students. In this sense, the students develop some activities in the sessions, to end up presenting a complete session as a group. The classes will be complemented with different readings and visualization of audiovisual material on which they will work individually or in groups to generate debate and group work dynamics.

EVALUATION

Students will choose one of the evaluation modalities at the beginning of the course. There are two types of evaluation:

Modality A) Continuous and formative evaluation (it will be necessary to attend a minimum of 80% of the theoretical and practical classes). Students will be evaluated through a different individual/pairs and group theoretical-practical activities to be carried out throughout the course:

- Group task 1: 20%
- Group task 2: 25%
- Individual task or in pairs: 25%
- Exam: 30%

Modality B) Final evaluation

Students will do a theoretical-practical written test in which they will have to accredit the knowledge acquired in relation to the contents of the subject. This test will be composed of two parts: 1) theoretical content, 2) theoretical-practical content.

In both modalities, all the sections must be approved to obtain the final evaluation average.

REFERENCES

- Arnold, R. (1993). Aprendizaje y desarrollo de las habilidades deportivas, en VVAA. La Educación Física en las Enseñanzas Medias. Barcelona: Paidotribo. Batalla, A. (2000). Habilidades motrices. Barcelona: Inde. Castañer, M., Camerino, O. (2006). Manifestaciones básicas de la motricidad. Lérida: Edicions de la Universitat de Lleida. Corrace, J. (1988). Bases neuropsicológicas del movimiento. Buenos Aires: Paidós. -Cratty, B.J. (1982). Desarrollo perceptual y motor en los niños. Barcelona: Paidós. Diccionario de las Ciencias de la Educación (1983). Madrid: Diagonal Santillana. Famose, P. (1992). Aprendizaje motor y dificultad en la tarea. Barcelona: Paidotribo. Estevan Torres, Isaac et al. Avances en la Didáctica de las Habilidades Perceptivo-Motrices y Básicas: una mirada vanguardista para su enseñanza-



aprendizaje. Valencia: Publicacions de la Universitat de València PUV, 2023. Print. Fernández García, E, Gardoqui Torralba, M.L., y Sánchez Bañuelos, F. (2007) Evaluación de las habilidades motrices básicas: determinación de escalas para la evaluación de desplazamientos, giros y manejo de móviles. Barcelona: INDE. García, E. F., Torralba, M. L. G., & Bañuelos, F. S. (2007). Evaluación de las habilidades motrices básicas. Barcelona: Inde.

- Blázquez, D. (1999). La iniciación deportiva y el deporte escolar. Barcelona: Inde. Díaz, J. (1999). La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas. Barcelona: Inde. Diccionario de las ciencias del Deporte. (1992). Málaga: Unisport/ Junta de Andalucía. Florence, J. (1991). Tareas significativas en la educación física escolar. Barcelona: Inde. Mayor, J. y Pinillos, J.L. (1989). Aprendizaje y condicionamiento. Madrid: Alhambra- Universidad. Navas Torres, M. (2010). Fichero de habilidades motrices básicas / Miguel Navas Torres. Segunda edición. Barcelona: INDE -Ruíz Pérez, L. (1987). Desarrollo motor y actividades físicas. Madrid: Gymnos. Ureña Ortín, N. (2006) Las Habilidades motrices básicas en primaria: programa de intervención. Barcelona: INDE, 2006.
- García Ferriol, A. (1998). Los juegos y tareas perceptivo-motoras, en Miguel Villamón (Dir.). La Educación Física en el Currículum Escolar. Valencia: Consellería de Educació i Ciència. Knapp, B. (1979). La habilidad en el deporte. Valladolid: Miñón. Lawther, J. (1983). Aprendizaje de las habilidades motrices. Barcelona: Paidós. Le Boulch, J. (1971). Hacia una ciencia del movimiento humano. Introducción a la psicokinética. París: Paidós. Le Boulch, J. (1983). Desarrollo psicomotor del niño. Madrid: Doñate. Meniel, K. y Schnabel, R. (1986). Teoría del movimiento. Buenos Aires: Stadium. Ruíz Pérez, L. (1994). Deporte y aprendizaje. Proceso de adquisición y desarrollo de habilidades. Madrid: Visor. Wickstrom, R. L. (1983). Patrones motores básicos. Madrid: Alianza.