



ID	580
Curricular Unit	Motor Development
Regent	Carlos Alberto Ferreira Neto
Learning Outcomes	To understand motor development in a life-span approach. To identify periods of development and their characteristics. To identify the most important trends in motor action development, physical capacities and perceptual and information processing changes. To understand the relationship between biosocial variables and the development of motor actions.
Syllabus	Theoretical views on human motor development. Life-span motor development periods. A developmental model for motor behavior. Biossocial variables and motor development. Early motor development, motor development during infancy and childhood, and movement decline with age. Reflex movements, and early voluntary movements. Fundamental motor patterns and the development of specialized movements. Perceptual-motor and information processing development. Physiological changes and the development of motor competency. Motor development assessment. Development of play.
Evaluation	Two types of classes provide all the conditions to the developmento of the contents: theoretical approaches and discussion/debate classes, in which a specific theme is debated following the presentation of condensed information. The evaluation iclude one final examination and the presentation of a group work to rpovide a chance for the students to look deeper into a selected topic of their choice.

Bibliography	<ul> <li>Payne, V. G. &amp; Isaacs, L. D. (1995) Human Motor development: a lifespan approach (3<sup>a</sup> ed.). Mountain View, Mayfield Publishing Company.</li> <li>Gabbard, C. P. (1992). Lifelong motor development. Madison, Brown &amp;</li> </ul>
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	Eckert, H.M. (1993). Desenvolvimento motor. S. Paulo: Ed. Manole. Gallahue, D. & Ozmun, J. (2005). Compreendendo o Desenvolvimento Motor (3ª Ed.). Phorte Editora.
	Haywood, K.M.,& Getchell, N. (2009). Life Span Motor Development (5th ed.). Champaign, IL: Human Kinetics.