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| --- | --- | --- | --- |
| Learning outcome | I understand this | I can recall this | I need to revisit this |
| I know how muscles attach to bones |  |  |  |
| I know the function of muscles, I know why they are called skeletal muscles |  |  |  |
| I know the names of all the major muscles in the body. |  |  |  |
| I know the names of the quad, deltoid and hamstring groups. |  |  |  |
| I know the different types of contraction that muscles can achieve; I understand the role gravity has to play in the muscle contraction. |  |  |  |
| I know how to apply this knowledge to sporting examples stating all the relevant technical vocabulary. |  |  |  |
| I know that antagonist is the opposing muscle to the agonist when working. A fixator stabilise one part of the body to perform movement in another. |  |  |  |
| I know the muscles and role of the core. I know what exercises can be used other than just sit ups. |  |  |  |
| I know the unique role of the rotator cuff muscles and the importance of their job in some sports. I know the difference between this joint and the hip. |  |  |  |
| I know what a motor unit is and a neurotransmitter is. |  |  |  |

**1.1b Skeleton and Muscular system Homework sheet**

**Key words:** rotator cuff, agonist antagonist, fixator, origin, insertion, concentric, eccentric, isokinetic. Names of all the muscles, hamstring group, quadriceps group.

1) Complete analysis of each type of movement with a description stating muscles and movements.

2) Watch the screencast on muscle and pay attention to the rotator cuff as well as core muscles. (Cornell notes).

3) Using three joints from your own sport outline in detail (paragraph format) a movement analysis that covers all the knowledge you have regarding bones, joints and muscles. Ensure that you apply them to sporting examples.

4) Complete Cornell notes on *Motor units* and skeletal muscle contraction. **For Monday** 5) Prepare for test on all that has been learned. 6) Watch screencast and make notes on muscle fibre types.