

As level physical education acquiring movement skills

[Sport & Tourism](#), [Fitness](#)



AS Level Physical Education Acquiring Movement Skills Scheme of work - MCW

| Lesson Title | Learning objectives | Homework | | Skill and Ability | Know the term ' skill'; | Identify three gross motor abilities required for badminton. Justify your answers. | | | Understand different skills and explain how they influence sporting performance. Identify three perceptual (psychomotor) abilities required for volleyball. Justify your | | | Be able to explain the interaction between ' skill' and ' ability'. | answers. | | | | Outline the difference between skill and ability and explain the relationship that exists | | | | between them. | Classification of motor skills | Know why skills are classified using continua. | Skill analysis on main skills from your number 1 sport. At least 10 skills. | | | Understand the different classifications of skills. | Place on each continuum. | | | Be able to identify specific sporting examples and justify your decisions for placing them on | | | a specific continuum. | | Classification of practice | Know the factors that need to be considered before a skill is taught. | Discuss the advantages and disadvantages of using the whole and part methods of practice | | | Understand the different practice and teaching methods used to facilitate learning and | when developing a sports skill. (10 marks) | | | performance. | | | Be able to critically evaluate these methods and their effectiveness in the learning of | | | | skills. | | | Stages of learning | Know the terms ' learning' and ' performance'. According to Fitts and Posner, performers pass through three stages of learning when | | | Understand the characteristics of the cognitive, associative and autonomous stages of | developing movement skills. | | | learning. | Use a practical example to explain the characteristics of each stage of learning | | | Be able to apply these phases of learning to practical activities. (cognitive,

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associative, and autonomous). (3) | | | Describe the type of feedback used at the cognitive, associative and autonomous stages of | | | learning. (3) | | Types of guidance | Know the types of guidance used in the learning of skills. Using the example of a novice swimmer, explain how a teacher could use the four methods of | | Understand which type of guidance is most suited to improve performance at each stage of | guidance to develop the pupil's swimming skills. (4 marks) | | | learning. | What are the advantages and disadvantages of using manual and mechanical guidance for | | Be able to critically evaluate these different types of guidance. teaching swimming to beginners? (6 marks) | | Types of practice and mental rehearsal | Know the factors that need to be considered before a skill is taught. | Discuss the advantages and disadvantages of distributed, massed, fixed and varied practice | | Understand the appropriate use of practice methods to maximise effectiveness, including the | methods on the performance of movement skills. 10 marks) | | | role of mental rehearsal. | | | Be able to critically evaluate different types of practice methods and their application to | | | the performance of movement skills. | | Exam analysis | Know the areas of the exam which are areas of strength and those that are in need of | Re-write ' model answers' to exam paper. | | | improvement. | | | Understand how answers are marked in order to maximise your chances of scoring all available | | | marks. | | | Be able to write model answers using the mark scheme as a guide. | | | Information processing | Know the key components of information processing. | Draw out your own copies of each of the models that we identified. | | | Understand and draw Welford's and Whiting's models of information processing. Choose one of the two models that we have

identified (Whiting's or Welford's). | | | Be able to apply these models to the learning and performance of physical activities | Use a skill or a number of skills in your chosen activities to explain and illustrate how | | | each component of the model works in that activity. | Memory | Understand the multi-store model of the memory process. | Revision | | | Understand the strategies that can be used to improve both short-term memory storage and | | | long-term memory storage. | | | Be able to apply the memory process to the learning and performance of physical activities. | | | Reaction time | Know what is meant by reaction time, movement time and response time. | Identify and explain four factors that affect response time in practical activities(4 | | | Describe the impact of reaction time on performance. marks) | | | Understand factors that affect response time in practical activities | By using a practical example in sport, explain what is meant by simple reaction time in | | | Be able to apply the theories relating to reaction time to the performance of physical | sport. (2 marks) | | | activities. Choice reaction (Hick's law) can be explained through the use of a graph. Sketch a graph | | | | to illustrate the effect of choice reaction time on physical performance. (4 marks) | | Exam analysis | Know the areas of the exam which are areas of strength and those that are in need of | Re-write ' model answers' to exam paper. | | improvement. | | | Understand how answers are marked in order to maximise your chances of scoring all available | | | marks. | | | Be able to write model answers using the mark scheme as a guide. | | | Psychological refractory Period | To consolidate knowledge of reaction time in information processing. | 5-10 minute revision presentation | | | Understand the role of anticipation in reaction time. Delivered on the topic you are assigned | | | Be

able to apply the 'psychological refractory period' to practical activities. |
Use the specification to guide you | | | | Need to provide a handout | | | | All
presentations will be saved to shared area for whole group benefit |
Feedback | Know the different types of feedback available to a performer. |
With reference to the learning and performance of movement skills, critically
evaluate the | | | Understand the links between use of feedback and the
stages of learning. | use of feedback that a coach could use for a performer
in the cognitive stage of learning. | | Be able to critically evaluate the
different types of feedback to detect and correct errors. |(10 marks) | | Motor
programmes | Know the nature of motor and executive programmes. |
Plenary wheel activity | | | Understand the types of the motor programmes
stored in the LTM. | | | Be able to explain the links to open loop control and
the autonomous phase of learning. | | | Schema theory | Know the links
between schema and motor programmes. | Page 10 - 2008 exam paper | | |
Understand the sources of information used in schema theory. (Revision) | | |
Be able to discuss the links between development of schema and
organisation of practice. | | | Exam analysis | Know the areas of the exam
which are areas of strength and those that are in need of | Re-write 'model
answers' to exam paper. | | | improvement. | | | Understand how answers are
marked in order to maximise your chances of scoring all available | | | |
marks. | | | | Be able to write model answers using the mark scheme as a
guide. | | Arousal | Demonstrate knowledge and understanding of arousal as
a drive affecting levels of motivation. | No homework - Bring in folders next
lesson. | | | Understand the major motivation and arousal theories: Drive
Theory, Inverted U Theory and | | | | Catastrophe Theory. | | | Be able to

represent each of the theories graphically | | | Motivation | Know about drive reduction theory and its impact on a lifelong, balanced active and healthy | What is meant by the dominant response?\n

Why might the dominant response be of a good | | | lifestyle. | quality at the autonomous phase of learning? (4 marks) | | | Understand motivational strategies and their application to learning and performance of | What is meant by arousal? Why might high levels of arousal be detrimental to the learning | | | physical activities. and performance of someone in the cognitive stages of learning? (4 marks) | | | Be able to critically evaluate motivation and arousal theories and the application of | Drive reduction is one method that can be used to motivate a performer in physical | | | motivational strategies. | education & sport. Use a practical example to explain Drive Reduction Theory. 4 marks) | | Theories of learning | The associationalist/connectionist theory of operant conditioning (Skinner); | Poster activity | | | The cognitive theory related to the work of Gestaltists; | | | Observational learning theory | Know the predication made by Social/observational learning theory; | Operant conditioning is one way of learning movement skills. Use a practical example to | | | Understand the importance of significant others in the adoption of a balanced, active and | explain Operant Conditioning. (4 marks) | | | healthy lifestyle; | Social psychologists believe skills are best learned through observation.

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Explain how this | | | Be able to explain Bandura's model and the factors that affect modelling. | happens and the impact that significant other can have on

young people adopting an active, | | | | healthy lifestyle. (4marks) | | | |

Identify and explain the four factors that Bandura identified as potential limiting | | | | factors in a learner's use of modelling. 4 marks) | |

Reinforcement of learning | Know the differences between positive reinforcement, negative reinforcement and punishment. | Use practical examples to explain what is meant by the terms ' S-R bond'; positive | | |

Understand Thorndike's Laws. | reinforcement, negative reinforcement and punishment. (4 marks) | | | Be able to discuss the appropriate use of reinforcement in skill learning and promoting | Thorndike suggested three methods (Thorndike's Laws) to strengthen the S-R bond. Use a | | | positive, healthy lifestyle behaviour. | practical example to explain each of these methods. 3 marks) | | | | Use practical examples to show how appropriate use of reinforcement in skill learning and | | | | promoting positive, healthy lifestyle behaviour. (4 marks) | | Exam analysis | Know the areas of the exam which are areas of strength and those that are in need of | Re-write ' model answers' to exam paper. | | | improvement. | | | | Understand how answers are marked in order to maximise your chances of scoring all available | | | | marks. | | | Be able to write model answers using the mark scheme as a guide. | | | Transfer of learning | Know the types of transfer that occur in practical performance. | Explain each of the five types of transfer and give examples to support your answer (5 | | | Understand ways of optimising the effect of positive transfer. | marks). | | | Understand ways of limiting the effect of negative transfer. | How can a teacher or coach ensure that positive transfer takes place? (5 marks) | | Impacts of transfer on learning Understand the effects of transfer of learning on schema development and the

importance of | Explain the links between varied practice, transfer of learning and Schema development (6 | | | variable practice. | marks) | | | Be able to critically evaluate the different types of transfer and their impact on the | Evaluate critically the different types of transfer and their impact on the development of| | | development of movement skills. | movement skills. (10 marks) |