

Share Multi Academy Trust

Curriculum Planning

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| Subject: | CTECH Sport –  Unit 5 Performance Analysis | Year | 12 | Ability | Mixed |

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| Term / Date(s) | Learning outcome 1 HT1 (3 weeks) | Learning outcome 2 HT1 (4 weeks) | Learning outcome 3 and Learning outcome 4 HT2 |
| Topic | Understand what Performance Profiling is. | Create a Performance Profile and analyse the results using a range of graphs. | Analyse a range of sporting situations and provide feedback. |
| Topic overview  Pupils will learn… | What performance profiling is and create a profile for a chosen sport. | How to to create a performance profile in 2 sports and create an action plan to improve a weaker characteristic. | Analyse a variety of sporting situations and justify the suitable methods as well as provide feedback for each sporting situation. |
| Components | Students are able to understand what performance profiling is and will explain why coaches use it to improve performance. Students will also be able to describe the main objectives of performance profiling and identify the factors that influence performance. This will allow students to describe the 5-step performance profiling process and then create a profile analysing their results by using a range of graphs for a chosen sport. It will also enable students to discuss and explain how and why the process may be adapted in sport. | Students are able to retain the 5-step performance profile and create a profile for themselves (player 1) in a chosen sport (different to LO1). This will enable students to analyse the discrepancy scores for this profile by creating 3 graphs and justify the strengths and weaknesses for player 1. Also, students will complete a psychological questionnaire which will be used to justify strengths and weaknesses.  Additionally, students will apply knowledge gained from LO1 and will interview player 2 to identify if the athlete is over-critical or over-generous. Following this, students will assess performance and create a performance profile by completing the ASA scores for Player 2. This will allow the students to analyse the discrepancy scores for player 2 then create 2 SMART Targets learnt at GCSE PE. Following this, students will create a 6 weeks action plan to improve a physical and skill characteristic then re-view SMART targets. | Students are able to explain the 4 methods of analysis from researching the positive and negatives for each method. This will allow students to compare and contrast each method of analysis for each sporting situation. This enables students to use the knowledge gained to justify the analysis methods used for a variety of 3 sporting situations. After, students will reflect on their experience of using a range of analysis methods and summarise the most important and successful method and if there would be any changes to future analysis of a variety of performances.  Alongside analysis, students are required to give feedback following analysis in the variety of sporting situations. Prior to this, students will research the benefits and drawback of the 6 feedback methods to be able to justify the most important feedback methods for each of the given sporting situations. This will enable students to reflect on analysis and feedback methods based on outcomes. |
| What pupils should already know  (prior learning components) | Students will have prior knowledge of the characteristics that are important in their chosen sport e.g. long pass in football from playing the sport in core PE.  Students will also apply their previous knowledge if studied GCSE for Components of Fitness such as Cardiovascular Fitness. | All students will be able to retain the skills learnt in LO1 and create 2 performance profiles using the following sub-headings:   |  |  |  |  | | --- | --- | --- | --- | | Characteristics | API | ASA | Discrepancy | |  |  |  |  | | All students will be able to identify a minimum of 1 analysis and feedback method either used in core PE, during their sporting performance or watching sport on TV.  Students will have gained understanding of the importance of performance profiling to identify strengths and weaknesses based on discrepancy scores therefore will be able to describe specific skills that are the player’s strengths or weaknesses and be able to deliver personalised feedback based on their prior knowledge from performing the skills themselves in core PE lessons or extra-curricular. |
| Transferrable knowledge (skills) | Completing a performance profile will be required for Learning Outcome 2. This unit has specific links including LO1 practical skills in Unit 18; Unit 2 Sports Coaching and Unit 19 Sports Psychology all required to identify the characteristics that are important for a performance profile. | All students will have knowledge from Unit 18 for fitness testing and be able to explain the protocol for a physical (Component of Fitness) characteristics.  Students that have previously studied GCSE will retain the SMART Target definitions and will be able to create an action plan based on their Personalised Exercise Programme.  Students will have discussed psychological assessment in Unit 19 Sports Psychology, therefore completing a questionnaire prior to completing interviews students will be able to discuss the importance. | GCSE students will be able to retain feedback methods learnt in Component 2 and further apply which is the most suitable.  Students will have discussed the importance of appropriate feedback during Unit 2 Sports Coaching, Unit 19 Sports Psychology so all students will be able to discuss the benefits to providing feedback and analysing performance to improve overall skills.  Students will be analysing and providing feedback to lower school core PE lessons or extra-curricular training sessions. |
| Key vocabulary pupil will know and learn | * Performance Profile * 5-Step Process * Characteristics: physical / skill / psychological * Over-critical * Over-generous * Athlete’s Perceived Importance (API) * Athlete’s Self Assessment (ASA) * Discrepancy = (10-ASA) x API * Recording Performance Profiling Results : Spider Diagram, Pie Chart, Radar Graph, Bar Chart | * Performance Profile * 5-Step Process * Characteristics: physical / skill / psychological * Over-critical * Over-generous * Athlete’s Perceived Importance (API) * Athlete’s Self Assessment (ASA) * Discrepancy = (10-ASA) x API * Recording Performance Profiling Results : Spider Diagram, Pie Chart, Radar Graph, Bar Chart * Justification of Strength’s and Weaknesses * SMART Targets * Action Planning * Gap Analysis | * Importance of Analysis * Analysis Methods: Observation / Video / Software and Apps e.g. Hudl, Coaches Eye, Catapult / Data Mining * Feedback Methods: Self-Evaluation / Peer Evaluation / Verbal feedback post match / Group or Team / Video and visual / Positive Reinforcement   Sporting Situations:   * A team performance in an invasion game in a competitive match situation e.g. netball, football, rounders, basketball * An individual participant within a team invasion game in a competitive situation e.g. GA in netball, defender in football, bowler in rounders * A participant in an individual sport/ activity in a competitive/ performance situation e.g. badminton player, table tennis |
| Assessment activities | Controlled assessment for learning outcome 1 – merit only. This will be marked by an internal assessor, internally verified then externally moderated.  **P1:** Explain the performance profiling process and its purpose.  **P2:** Evaluate the different methods of recording performance profiling results.  **M1:** Explain reasons why and how the performance profiling process may be adapted. | Controlled assessment for learning outcome 2. This will be marked by an internal assessor, internally verified then externally moderated.  **P3:** Undertake a personal performance profiling exercise for a selected sport.  **P4:** Undertake a performance profiling exercise for another participant in a selected sport.  **P5:** Record performance profiling results in a suitable format.  **M2:**  Justify the ratting of a participant’s level and the method of recording performance profiling results.  **D1:** Create an action plan for improvements on weaker areas, including SMART targets and opportunities for review. | Controlled assessment for learning outcome 3 and learning outcome 4. This will be marked by an internal assessor, internally verified then externally moderated.  **P6:** Select and use method(s) of analysing performance for a variety of given sports and situations.  **P7:** Select and use feedback method(s) for the identified situations.  **M3:** Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices.  **M4:** Justify choice of methods for analysing performance and feedback for the identified situations.  **D2:** Analyse whether other methods may have been more suitable for the identified situations of reflection, based on outcomes. |
| Resources available | * PowerPoints for each lesson * Success Criteria prior to Hand-In of Formative Assessments * Templates and scaffolding if required * Textbooks * Checklists * Programme of Study * Scheme of Learning | * PowerPoints for each lesson * Success Criteria prior to Hand-In of Formative Assessments * Template for Task 2 Report * Textbooks * Checklists * Programme of Study * Scheme of Learning | * PowerPoints for each lesson * Success Criteria prior to Hand-In of Formative Assessments * Templates and scaffolding if required including modelling * Reflective Sheets to be used during practicals * Textbooks * Checklists * Programme of Study * Scheme of Learning |
| Notes  Why this topic is important… | Understanding a performance profile is important for students to complete the further 3 learning outcomes. Overall, students have experience of coaches in their sport adapting their coaching due to areas of development of specific skills / characteristics. Following this learning outcome, students are able to analyse their own and peer’s performance, identifying the API and ASA scores to be able to improve their own performance by calculating discrepancy. This will allow students to focus on key characteristics and improve their performance in their chosen sport. | Creating a performance profile for Player 2 with analysis and justification of strengths and weaknesses allows students to gain insight as to how this would be used in a coaching / personal trainer’s role to improve physical and skill-based characteristics. By being able to interview the performer and create an action plan based on their weaknesses allows students to design a plan that will benefit performance of a selected sport and well as a specific component of fitness. This is also useful for students improving their own performance. | Completing analysis and feedback in a variety of sporting situations will allow the students to utilise coaching opportunities to identify strengths and areas to develop across a range of sports; for example, the analysis and feedback provided would be different for a football team to an individual performer. This will develop students’ confidence and knowledge as analysis and feedback needs to be specific for each sporting situation. This unit ensures students can make judgements and highlight strengths and providing knowledge of how to develop those weaker areas which supports Unit 2 Sports Coaching; whereby students create and deliver their own sporting sessions. This will allow students to achieve an insight in how teachers / coaches / athletes develop the skills required and improve tactics to become more successful in sport. |