

2020 Year 7 & 8 Unit Outline

Circus Extension

Teacher(s): *Pip Scott*

Faculty: *The Arts*

Unit Duration: Semester 1, 2020

The Australian Curriculum Achievement Standards in NB While Circus Arts is not currently listed as a subject in the Australian Curriculum, this subject aligns closely with the Australian Curriculum Achievement Standards for Drama and Physical Education. The aim of circus education is to offer a set of experiences that will develop students who are invested in their own learning. To assist students to understand the value of persistence and resilience in developing complex skills. To value risk taking as a fundamental part of development through providing students with a physical movement foundation that prioritises safety of the individual through skill development. To support the development of students as healthy, creative and contributing members of a compassionate society. The function of circus curriculum is to develop the culture of circus arts within Australia. To encourage cooperation and sharing of methodology and content delivery amongst practitioners and institutions. And to enable pathways for students in pursuing circus education.

Australian Curriculum Achievement Standard: Australian Curriculum Achievement Standard: UCHSK has determined that the following Drama & Physical Education achievement standards from the Australian Curriculum for both year 7 & year 8 should formulate the Essential Learnings for this subject.

Year 7 & 8 Physical Education: Investigates how empathy and ethical decision making contribute to respectful relationships. Can evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses. Plans can implement and critique strategies to enhance health, safety and wellbeing of their communities. Can critique behaviours and contextual factors that can influence health and wellbeing of diverse communities. Can apply and provide feedback to develop and refine specialised movement skills in a range of challenging movement situations. Develops, can implement and evaluate movement concepts and strategies for successful outcomes with and without equipment. Can design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels. Can analyse the impact of effort, space, time, objects and people when composing and performing movement sequences. Can devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Year 7 & 8 Drama: Can improvise with the elements of drama and narrative structure to develop ideas and explore subtext to shape devised and scripted drama. Can manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles. Performs devised and scripted drama making deliberate artistic choices and shaping. Can design elements to unify dramatic meaning for an audience. Can evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect. Can analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts.

Unit Description: Circus Extension furthers the students learning of circus as an art form and a physical training pursuit. Students will develop circus skills such as adagio, manipulations, aerial, equilibristics and acrobatics and learn the meta language of the subject. Students will understand the value of persistence in developing complex skills and to prioritise safety of the individual through skill development. Through group tasks students will learn skills that will enable them to become healthy, creative and contributing members of a compassionate society. Students will develop and deliver circus performances that reflect their learning. **This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.**

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Applies the elements of movement to compose and perform movement sequences
2. Analyse factors that influence emotional responses and develop strategies to demonstrate empathy and sensitivity.
3. Investigates the benefits of relationships and examine their impact on their own and others' health and wellbeing
4. Collaborates to devise, interpret and perform drama.

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: : PE shirt and appropriate shorts/tracksuit pants or tights. Students should bring a water bottle to every class.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Technical Skills	Week 9 & 16	1
2. Class Performance	Week 9-10	4
3. Self and Peer Assessment	Week 7 and 15	2 & 3
4. Public Performance	Week 15-17	1 & 4

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Michelle Coleman

14/02/2020
