

## 2026 Semester 1 - Year 9/10 Circus Unit Outline

### *Circus Bodies*

**Teacher(s):** Rebekah Kordas

**Faculty:** *Performing Arts*

**Unit Duration:** Semester

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 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: 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 Physical Education.**

**Year 9 & 10 Physical Education:** By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

**Unit Description** 'Circus Bodies' teaches students to develop relevant and targeted training practices for circus arts, to facilitate self-motivated training and to provide the tools needed to pursue personal goals. Students will learn approaches to training in circus arts for specific disciplines and for working towards particular performance outcomes. Students will understand the use of circus arts as a discipline in the context of disability, injury and inclusivity

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

1. Evaluates and refines their own and others' movement skills and performances, and applies movement concepts in challenging or unfamiliar situations **(V9.HPE.9.05)**
2. Proposes and evaluates community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others **(V9.HPE.9.07)**
3. Applies and evaluates leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts **(V9.HPE.9.08)**
4. Adapts and transfers movement strategies to unfamiliar situations to achieve successful outcomes **(V9.HPE.9.06)**
5. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships **(V9.HPE.10.02)**

**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 may also be 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. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. 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. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. 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**

| Portfolio Assessment Tasks for this subject will include: | Week / Date Due | Essential Learning |
|---|-----------------|--------------------|
| 1. Technical Skills                                       | Ongoing         | 1 & 4              |
| 2. Journal  | Ongoing         | 2, 3 & 5           |
| 3. Training and Conditioning Plan                         | Week 12         | 2 & 4              |
| 4. Diversity & Inclusion Task                             | Week 14         | 3 & 5              |

**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

Rebecca Hanrahan

[Click here to enter a date.](#)

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