

2026 Year 8 Unit Outline

Circus Fundamentals

Teacher(s): *Rebekah Kordas*

Faculty: *The Arts*

Unit Duration: Semester 1 2026

The **Australian Curriculum Achievement Standards: 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 Dance and Physical Education. Circus also specifically addresses the General Capabilities of Critical and Creative Thinking, Personal and Social Capability and Ethical Understanding** 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: UCHSK has determined that the following Drama and Physical Education achievement standards from the Australian Curriculum for both year 7 & year 8 should formulate the Essential Learning for this subject.

Year 7 & 8 Physical Education: By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Year 7 & 8 Dance: Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences.

Unit Description: Circus Fundamentals introduces the student to circus as an art form in a social circus setting. 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. 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. Analyses factors that influence identities, emotions and responses to change, and describes strategies to respond to these influences (**V9.HPE.8.01**)
2. Implements and evaluates the effectiveness of movement strategies on movement outcomes (**V9.HPE.8.06**)
3. Selects, uses and refines strategies to support inclusion, fair play and collaboration across a range of movement contexts (**V9.HPE.8.08**)
4. Manipulates the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning (**V9.ADN.8.04**)

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 Uniform, Circus Equipment*

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
1. Technical Skills	Ongoing	2
2. Group Performance	Week 15	4
3. Journal & Reflection	Week 16	1, 3
4. Classwork & Participation	Ongoing	1, 3

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

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