

Curriculum Sequencing - Year 9



Year 9 Autumn Term		
<p>Topics covered: Theme 1:</p> <p>'Professional Work' - Stomp</p>	<p>How it links to what you have studied before:</p> <p>Build upon and consolidate the core and some advanced skills and knowledge learnt in Year 8.</p>	<p>How it links to what you will study:</p> <p>Build upon the 3 pillars experiences in Year 8:</p> <ul style="list-style-type: none"> ● Motor competence ● Roles & Responsibilities ● Healthy participation
<p>Skills (students learn how to)</p> <ol style="list-style-type: none"> 1. perform advanced safe and successful movements in performing arts (motor competence) 2. perform advanced roles and responsibilities in performing arts 3. perform point 1 and point 2 in rehearsal and performance 	<p>Knowledge (students learn)</p> <ol style="list-style-type: none"> 1. what advanced safe and successful movement looks like in performing arts 2. what are the different roles & responsibilities in the PA industry 3. When and why to apply point 1 and point 2 in rehearsal and performance. 	<p>Healthy participation</p> <p>Knowledge (students learn)</p> <p>Social: Compete/Perform to others</p> <p>Mental: Integrity</p> <p>Physical: Healthy behaviours and attitudes</p>
<p>Assessment focus</p> <p>Formative assessments (teacher)</p> <p>Bronze, silver, gold and platinum challenges set linked to GTGs</p> <p>Self-reflection (student)</p> <p>Students complete 'I can...' statements on google classroom</p> <p>Summative assessments</p> <p>Formative and self-reflection assessments used to inform the final outcome.</p>		
<p>Key words: Refer to SOW</p>	<p>Extra-Curricular opportunities</p> <p>Clubs/ Rehearsals</p> <p>Competitions/ performances</p>	
<p>Why we study it: All students will develop motor competence, understand the roles and responsibilities and know how to lead a healthy, active lifestyle.</p>		
<p>Mastery in this subject:</p> <p>Know: what... Show: how to perform...</p> <ul style="list-style-type: none"> ● advanced safe and successful movement (looks like) ● advanced roles and responsibilities as a performer and choreographer 		

Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we take on different roles and responsibilities in performing arts to help contribute to an effective performance.

Healthy participation: to know and show healthy behaviours and habits in PA, work with others and show integrity when performing/competing against/to each other.

Year 9 Autumn Term		
Topics covered: Theme 2: Choreography Task	How it links to what you have studied before: Build upon and consolidate the core and some advanced skills and knowledge learnt in Year 8.	How it links to what you will study: Build upon the 3 pillars experiences in Year 8: <ul style="list-style-type: none"> ● Motor competence ● Roles & Responsibilities ● Healthy participation
Skills (students learn how to) <ol style="list-style-type: none"> 1. perform advanced safe and successful movements in performing arts (motor competence) 2. perform advanced roles and responsibilities in performing arts 3. perform point 1 and point 2 in rehearsal and performance 	Knowledge (students learn) <ol style="list-style-type: none"> 1. what advanced safe and successful movement looks like in a variety of activities/sports (motor competence) 2. what are the different roles & responsibilities in the PA industry 3. When and why to apply point 1 and point 2 in rehearsal and performance 	Healthy participation Knowledge (students learn) Social: Compete/Perform to others Mental: Integrity Physical: Healthy behaviours and attitudes
Assessment focus Formative assessments (teacher) Bronze, silver, gold and platinum challenges set linked to GTGs Self-reflection (student) Students complete 'I can...' statements on google classroom Summative assessments Formative and self-reflection assessments used to inform the final outcome.		
Key words: Refer to SOW	Extra-Curricular opportunities Clubs/ rehearsals Competitions/ performances	
Why we study it: All students will develop motor competence, rules, understand the roles and responsibilities and know how to lead a healthy, active lifestyle.		
Mastery in this subject:		

Know: what... Show: how to perform...

- advanced safe and successful movement (looks like)
- advanced rules, conventions, regulations, strategies and tactics (are for participation in specific activities/sports).

Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we take on different roles and responsibilities in performing arts to help contribute to an effective performance.

Healthy participation: to know and show healthy behaviours and habits in PA, work with others and show integrity when performing/competing against/to each other.

Year 9 Autumn Term		
<p>Topics covered: topic 3: ' Careers in the Performing Arts Industry</p>	<p>How it links to what you have studied before:</p> <p>Build upon and consolidate the core and some advanced skills and knowledge learnt in Year 8.</p>	<p>How it links to what you will study: Build upon the 3 pillars experiences in Year 8:</p> <ul style="list-style-type: none"> ● Motor competence ● Roles & Responsibilities ● Healthy participation
<p>Skills (students learn how to)</p> <ol style="list-style-type: none"> 1. perform advanced safe and successful movements in performing arts (motor competence) 2. perform advanced roles and responsibilities in performing arts 3. perform point 1 and point 2 in rehearsal and performance 	<p>Knowledge (students learn)</p> <ol style="list-style-type: none"> 1. what advanced safe and successful movement looks like in performing arts 2. what are the different roles and responsibilities in the PA industry 3. When and why to apply point 1 and point 2 in rehearsal and performance 	<p>Healthy participation</p> <p>Knowledge (students learn)</p> <p>Social: Compete/Perform to others</p> <p>Mental: Integrity</p> <p>Physical: Healthy behaviours and attitudes</p>
<p>Assessment focus</p> <p>Formative assessments (teacher)</p> <p>Bronze, silver, gold and platinum challenges set linked to GTGs</p> <p>Self-reflection (student)</p> <p>Students complete 'I can...' statements on google classroom</p> <p>Summative assessments</p> <p>Formative and self-reflection assessments used to inform the final outcome.</p>		
<p>Key words: Refer to SOW</p>	<p>Extra-Curricular opportunities</p> <p>Clubs/ rehearsals</p>	

	Competitions/ performances
Why we study it: All students will develop motor competence, understand the roles and responsibilities and know how to lead a healthy, active lifestyle.	
Mastery in this subject: Know: what... Show: how to perform... <ul style="list-style-type: none"> ● advanced safe and successful movement (looks like) ● advanced roles and responsibilities of a performer <p>Grow: Know when and why certain movements are effective and when skills can be transferred. Know when and why we take on different roles and responsibilities in performing arts to help contribute to an effective performance.</p> <p>Healthy participation: to know and show healthy behaviours and habits in PA, work with others and show integrity when performing/competing against/to each other.</p>	



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