



Curriculum Sequencing - Year 8

Year 8 Autumn Term		
Topics covered: Theme 1: 'Board Game' - Cluedo	How it links to what you have studied before: Build upon and consolidate the core skills and knowledge learnt in Year 7.	How it links to what you will study: Build upon the 3 pillars experiences in Year 7: <ul style="list-style-type: none"> ● Motor competence ● Roles and Responsibilities ● Healthy participation
Skills (students learn how to) <ol style="list-style-type: none"> 1. perform core and some advanced safe and successful movements in Performing Arts 2. perform core and some advanced Roles and Responsibilities in PA 3. perform point 1 and point 2 in rehearsal and performance 	Knowledge (students learn) <ol style="list-style-type: none"> 1. what core and some advanced safe and successful movement looks like in performing arts (motor competence) 2. what are the roles and responsibilities of a performer and choreographer 3. When and why to apply point 1 and point 2 in rehearsal and performance. 	Healthy participation Knowledge (students learn) Social: Working with others Mental: Respect Physical: Healthy routines
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, understand 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"> ● core and some more advanced safe and successful movement (looks like) ● core and some more advanced roles and responsibilities of 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 routines in PA, be respectful and work with others to achieve a common goal.

Year 8 Spring Term

<p>Topics covered: Theme 2: 'TV Show'</p>	<p>How it links to what you have studied before:</p> <p>Build upon and consolidate the core skills and knowledge learnt in Year 7.</p>	<p>How it links to what you will study: Build upon the 3 pillars experiences in Year 7:</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 core and some advanced safe and successful movements in Performing Arts 2. perform core and some advanced Roles & Responsibilities in Performing Arts 3. perform point 1 and point 2 in rehearsal & performance 	<p>Knowledge (students learn)</p> <ol style="list-style-type: none"> 1. what core and some advanced safe and successful movement looks like in performing arts (motor competence) 2. what are the roles & responsibilities of a performer and choreographer 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: Working with others</p> <p>Mental: Respect</p> <p>Physical: Healthy routines</p>
--	--	--

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.

<p>Key words: Refer to SOW</p>	<p>Extra-Curricular opportunities Clubs/ rehearsals Competitions/ performances</p>
--------------------------------	--

Why we study it: All students will develop motor competence, understand roles and responsibilities and know how to lead a healthy, active lifestyle.

Mastery in this subject:

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

- core and some more advanced safe and successful movement (looks like)
- core and some more advanced roles and responsibilities of 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 routines in PA, be respectful and work with others to achieve a common goal.

Year 8 Summer Term

<p>Topics covered: Theme 3: 'Stage Show'</p>	<p>How it links to what you have studied before:</p> <p>Build upon and consolidate the core skills and knowledge learnt in Year 7. Introduction of more advanced skills and knowledge.</p>	<p>How it links to what you will study: Build upon the 3 pillars experiences in Year 7:</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 core and some advanced safe and successful movements in Performing Arts 2. perform core and some advanced roles and responsibilities in performing arts 3. perform point 1 and point 2 in performance and rehearsal 	<p>Knowledge (students learn)</p> <ol style="list-style-type: none"> 1. what core and some advanced safe and successful movement looks like in performing arts 2. what are the roles and responsibilities of a performer and choreographer 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: Working with others</p> <p>Mental: Respect</p> <p>Physical: Healthy routines</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>		

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

- core and some more advanced safe and successful movement (looks like)
- core and some more advanced roles and responsibilities of 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 routines in PA, be respectful and work with others to achieve a common goal.



Always Pursue Excellence semper ad excellentiam contende

