

KS3 Practical Assessments and Curriculum Content - Year 9

Module 2 - Planning for Performance (Aesthetics)

Performing in Aesthetic Activities			
Statement of Inquiry	Migration is movement caused by changes to our environment	ATL skills	How to assess AtL
Content Taught	Styles suited to group needs, parkour, capoeira ,cheerleading, modern, festival, health and safety /sporting injury Click Here for Content	Self Management Skills	- Decide on and create own identity through aesthetic performance - Working in small groups - Decision making and leadership skills
Goal	Create a new style of the performance titled migration, and then create a routine to demonstrate it s e.g.	Research Skills	- Use of teacher led ideas - Taking ideas from different performances - Research skills - Health and safety awareness
Role	Choreographer for a new dance troop	IB Traits	How to assess IB Traits
Audience	School age pupils wanting to learn a new style of dance about migration	Open Minded	- Use of what and how questions - Trying something new / different / difficult - Performing in front of others - Open to a variety of cultures
Situation	You need to create your own culture / style of aesthetic performance to show to school age pupils.	Reflective	- Giving positive and constructive feedback - Receiving and acting on feedback - Reviewing performances and keeping a log either video or written - Own culture and background and personality - How could performance help promote your culture to others?
Product	An aesthetic routine encompassing several cultures or themes regarding migration. Pupils must be able to explain their theme and reasons for identifying a specific form of migration	Additional notes for unit and assessment	Parkour in Schools - Pupils can draw on Y7&8 aesthetics as well as new content learned - Pupils need to experience a range of aesthetics topics in order to create their own 'style'
Standards	Criteria B / D. Please do not assess pupils on their technique		