

Topic: Gymnastics Year 8		Duration: 6 lessons	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Tension Aesthetically pleasing Shape.	<ol style="list-style-type: none"> 1. Basic sequencing and shape orientation – Perform a 12 move sequence that must have a clear start and finish with the following shapes and moves. Straight, tuck, straddle, roll, balance. 2. Partner Balancing- Create a sequence with your partner that includes 7 partner balances. Variety of different balances can be shown via teacher resources, performing one, two- and three-point balances. 3. Group balancing -Create a sequence that involves 5-6 group balances involving between two- three people. Clear start and finish taking into points how to make a routine aesthetically pleasing. 4. Group sequencing using equipment- Create a sequence that involves 5-6 group balances involving between two- three people. Clear start and finish taking into points how to make a routine aesthetically pleasing and to create a more demanding sequence students can incorporate a variety of different pieces of equipment. 5. Basic flight - Students will look to perform shapes including straight, tuck, pike, straddle, half turn, full turn from a spring board. 6. Vaulting- using short vaults and box tops students will look to perform squat on and through vaults with vary height vaults. 	Gymnastics scores are based on the tidiness of your routine and the amount of mistakes you make. Ensure moves transition from one to another.	Building on the number of moves required, transfers to all sporting skills of body movement. Links with hoping skills in athletics.
Counter Support Base		Understand how 1, 2 , 3 point balances change complexity of the moves being completed. How to make your balances look aesthetically pleasing?	Working with different partners. Lifting and holding each other. Links with dance and rugby.
Counter Positioning Direction		Find the midpoint of your balance to be successful. Identify roles of each performer in your sequence.	Scrummaging, future dance topics.
Height Varying levels		Consider how to move on and off the different pieces of equipment. Pointed toes and straight legs are key.	Sam as above. Any sports involving flight and take-off. Control body tension with landings
Tuck, straddle, pike, straight		Tension on take-off, greater height in the air gives your more time to perform the specified shape.	Links with athletics hoping and bounding. Trampolining bouncing on two feet. Learning to fall correctly, rugby and basketball.
Through vault, squat vault, transfer		Always take off on two feet, block off the top of the box, spot the landing and stick it.	

Topic: <u>Physical Education – Dance – Year 8</u>		Duration: Between 6 & 8 Lessons Per Year.	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Graffiti Gang B-boy Banksy Tag Flare Flow Levels Tempo Speed Slow Flow Control Extension Energy Jump Turn Travel Gesture Stillness Levels (Rise & Fall) Start position End position Linking Formation Aesthetic Aesthetics Canon	<p><u>Graffiti – Topic 1</u></p> <p>-Graffiti comes from the b-boy culture, artists use their ‘tags’ to show their presence in various towns and cities across the world.</p> <p>- Banksy is a famous graffiti artist but mainly displays images rather than ‘tags’ alone.</p> <p>-Graffiti is used to show dominance in cities and towns. Graffiti artists can often be attached to gangs – they can use their tag to represent gang names to be used as ‘marketing’.</p> <p>- In dance a ‘tag can be interpreted by movement, creating a signature/name using your finger.</p> <p>- Students draw tag in the air showing swift and flowing movements, and use of levels. (Star high, finish low etc)</p> <p><u>Replicate pre-existing tags & match the music</u></p> <p>-Students will be shown a variety of tags on the board. The aim will be to replicate them changing speed, and tempo. Students will have to use a variety of speeds which match the music. For example fast music – quickly complete tag, slow music soft and flowing tag, rock music – heavy jagged edges in tag. Development of close and loose control.</p> <p><u>Six basic dance actions introduced</u></p> <p>-Jump -Turn -Travel -Gesture -Stillness -Levels (Rise & Fall)</p> <p><u>Adding tag to other dance moves / Dance formulation</u></p> <p>-Students are to formulate a dance in groups of threes or fours. Students are to add the following to their dances:</p> <p>- Frozen start and end - Tags of all members of their group -Linking moves between tags – turns, jumps, travel, locomotion.</p>	<p>-Graffiti is used to show dominance in cities and towns. Graffiti artists can often be attached to gangs – they can use their tag to represent gang names to be used as ‘marketing’.</p> <p>-In dance a ‘tag can be interpreted by movement, creating a signature/name using your finger.</p> <p>Students will be shown a variety of tags on the board. The aim will be to replicate them changing speed, and tempo.</p> <p>Six basic dance actions introduced</p> <p>-Jump -Turn -Travel -Gesture -Stillness -Levels (Rise & Fall)</p> <p>Start position End position Linking Formation Aesthetic</p> <p>Understand that if we enjoy watching something, maybe for a variety reasons – this makes it aesthetically pleasing. Costume, energy, staging, music, emotion.</p>	<p>Design linking to KS3 art lessons.</p> <p>Music linking to genres of music in KS3 music</p> <p>Year 7 Dance developing character and emotion through use of body language and music.</p> <p>Link back to Y7 dance routines designed.</p> <p>Links to KS3 Drama with freeze-frame ideas.</p> <p>Start and End position covered in gymnastics and Year 7 Dance.</p> <p>Aesthetics linked to art and design.</p> <p>Art and design.</p>

<p>Union Mirror Action Reaction Energy Costume Staging</p>	<p>-Change of formation – line, row, triangle, and arrow head. Experiment with different formations and assess which looks most impressive.</p> <p><u>Development of aesthetic appreciation</u> -Understand that if we enjoy watching something, maybe for a variety reasons – this makes it aesthetically pleasing. Costume, energy, staging, music, emotion. -Students to discuss a variety of ways that can make something aesthetically pleasing. - Students pick a piece of music to evoke the emotion they wish to create in the dance. Either a welcome to our patch idea – welcoming new visitors to their part of town. Or a ‘back off/steer clear’ kind of emotion?</p>	<p>Bugsy is a gangster in 1920s America. Bugsy got caught up in gang warfare over the use of a speakeasy club in New York.</p>	
<p>Mobster Gangster Prohibition Gang Speakeasy Rival Bugsy</p>	<p><u>Topic 2: Bugsy Malone background</u> -Bugsy Malone is a gangster based In the 1920s America. This was in the prohibition era of USA where Alcohol was banned and was being illegally sold. -Bugsy was a boxing promoter with no money. Bugsy is enlisted to help support the owner of the ‘Speakeasy’ bar protect it from being taken over by another rival gang. Fat Sam’s bar versus the gang of Dandy Dan. - ‘Fat Sam’s Grand Slam’ was a busy night at the bar which involved music and dancing. -A speakeasy bar was a bar that illegally sold alcohol at a huge price! - ‘Splurge’ guns are used to wash people up. This was in the prohibition era of USA where Alcohol was banned and was being illegally sold.</p>	<p>Number of ways we can display our character without body movements, annoyed stamp of food, closed body position – negative body language.</p>	<p>History referencing the prohibition era in 1920s USA.</p>
<p>Character Body language Action Reaction Open/Closed Flapper girl Mobster Brawl</p>	<p><u>Characterisation-</u> Number of ways we can display our character without body movements, annoyed stamp of food, closed body position – negative body language. Positive body language – open body position – arms wide, open to stage front. Students should be able to express a variety of emotions with their body. Flapper Girl Routine – replicate and follow. Feminine movements, show girl dancers. Used to entertain. Action & Reaction Fight Scene – Dance Fighting, replicate number of dance moves.</p>	<p><u>Performance Skills</u> -No talking, no laughing, carry on if you go wrong, head up, be proud.</p> <p><u>Technical Skills</u> -Good extension, good timing, frozen end and start position.</p>	<p>Year 7 dance – Friendships and Enemies.</p>
<p>Proud Confident</p> <p>Extension Timing</p>	<p><u>Speakeasy Dance:</u> Partner work should be done in time and based on 1920s music and dancing. Include partner work, lifts and turns.</p>		<p>History lessons looking at prohibition and 1920s America.</p> <p>Developing on from Year 7 Dance and performance skills.</p>

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