

**Physical Education**  
**YEAR 9 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

What will students be learning?	Spring 1			Spring 1		
	Girls: Dance			Girls: Rackets		
	To know (Building new knowledge)	To understand (Y9 – verbalise)	To be able to do (Performance)	To know (Building new knowledge)	To understand (Y9 – verbalise)	To be able to do (Performance)
	<ul style="list-style-type: none"> <li>Students will know what musical theatre is and how it has changed over the years.</li> <li>Students know how to recreate a musical theatre piece and add new phrases of movement to their sequence.</li> <li>Students will know what urban dance is and how it originated.</li> <li>Students know how to add 'locking and popping' into a routine</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify and explain what musical theatre is through the use of videos and description.</li> <li>Students should be able to identify actions from their chosen musical theatre piece to use within their choreography.</li> <li>Students should be able to identify and explain their role within the group.</li> <li>Students will be able to identify and explain</li> </ul>	<ul style="list-style-type: none"> <li>To choreograph a musical theatre piece using actions from professional works.</li> <li>Students will be able to develop contrasting motifs.</li> <li>Student will be given a role and be able to lead on a specific part of the dance, for example- the movement director will teach each action to the rest of the group.</li> <li>Use motif development to change the style of a motif and add into their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Footwork and coordination: moving into position to be able to hit a moving object with a racket.</li> <li>Correct grip: holding the racket with correct grip.</li> <li>Body position: correct body position, arm position and technique for clear shot</li> <li>Developing racket technique: developing accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>Quick shot steps to move into position, sidestep backwards.</li> <li>V shaped grip</li> <li>Hit at 12 o'clock, high arcing shot to the back of the court.</li> <li>Back hand flick serves, low over the net landing just inside the service box.</li> <li>Forehand long, high long into the back of the service box</li> <li>Serve diagonally, the sever moves to serve to each</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to perform the skills in both conditioned and full game situations.</li> <li>Their movement within the drills/conditioned games and full games should link their individual skills.</li> <li>The service action is clear as is the use of the correct rules for the serve.</li> <li>Variation of speed and position are used.</li> <li>The body position of the player is side on for overhead shots and moved into using the sidestep.</li> </ul>

<ul style="list-style-type: none"> <li>Students know the importance of timing, counts and stresses.</li> <li>Students know how to work in unison and keep in time with a partner.</li> <li>To know the term 'formation'</li> </ul>	<p>various motif developments.</p> <ul style="list-style-type: none"> <li>Students will be able to identify and explain what urban dance is through the use of videos and description.</li> <li>Students should be able to explain the locking and popping technique in urban dance.</li> <li>Students should identify and explain what timing is in dance, how counts are used and how stresses can affect a performance.</li> <li>Students should be able to explain what unison is.</li> <li>Students should be able to explain the importance of formations in dance.</li> </ul>	<ul style="list-style-type: none"> <li>Add unison and cannon into their musical theatre piece.</li> <li>To choreograph an urban dance piece</li> <li>Add in a locking and popping routine into their piece.</li> <li>Students should ensure timing, counts and stresses are used appropriately throughout the performance.</li> <li>Students should be able to work in unison with a partner to master timing.</li> <li>Students should be able to use at least three different formations within their urban dance routine.</li> <li>Perform their routine to their peers showing the skills and attributes that are required for a successful performance.</li> <li>Self-assess and critically analyse their</li> </ul>	<ul style="list-style-type: none"> <li>Service: back hand short, forehand long, flick</li> <li>Back hand: shuttle on the weak side</li> <li>Drop shot return. Used from a short serve.</li> <li>Basic Rules: service rules, scoring, in and out.</li> <li>Double tactical positions: Front and back or side by side</li> </ul>	<p>opponent until they lose the point.</p> <ul style="list-style-type: none"> <li>Flick serve looks like it will be short but at the last moment flicked over head to the back court.</li> <li>Shot and fat on serve (not the back tram lines) then the outside lines denote the area of the court.</li> <li>Backhand, knuckles towards the shuttle, step across flick the wrist.</li> <li>Drop shot is used returning a low serve just over the net.</li> <li>In double the pair can play covering either side by side or front and back net to service line for one and</li> </ul>	<ul style="list-style-type: none"> <li>Apply the basic rules to small conditioned and open play.</li> <li>Scoring is done correctly.</li> </ul>
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		own and other's performances.		the other anything over the front player's head.	
How will students be assessed?	<p>For an overview of levels please refer to the assessment grid provided overleaf.</p> <p>Extra assessment strategies:</p> <p>Alongside the levels identified on the assessment grid teachers will consider the following when assessing students:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Video footage</li> <li>• Group discussions</li> <li>• Leadership skills</li> <li>• Students ability to apply timing, counts and stresses</li> <li>• Students ability to apply new concepts when choreographing their dance piece</li> <li>• Problem solving approaches when amending their dance using new concepts</li> <li>• The application of movement into a routine</li> </ul>		<p>Students will be formatively assessed throughout various skills and techniques. This allows for live feedback for each student, reinforcing techniques and opportunity for reflection before final application opportunities.</p> <ul style="list-style-type: none"> <li>• Foundation skills/knowledge – assessed through live verbal and visual feedback and the assessment of application.</li> <li>• Declarative knowledge - the key information that students require will be assessed through questioning, verbal discussions, and leadership opportunities.</li> <li>• Procedural knowledge - will be assessed through data, essentially how fast, far, and long are the performances.</li> </ul> <p>Opportunities for further assessment strategies will be built into lesson time covering elements of verbal contributions/team work/leadership/students ability to apply new concepts/problem solving/the application of rules of the game, during drills and during performer, either as an performer or coach.</p>		
Literacy – What keywords will be taught?	<ul style="list-style-type: none"> <li>• Motif, motif development, choreography, rehearsal, structure, repetition, development, levels, actions, dynamics, space, spatial elements, concentration, confidence, planning and rehearsal, props, movement director, focus and facings director, formations and space director, performance quality advisor, self-assess, unison, cannon, new phrases, urban, footwork, gestures, isolations, slides, turns, three step, threads, pivots, turns,</li> </ul>		<ul style="list-style-type: none"> <li>• Forehand</li> <li>• Serve</li> <li>• Elevation</li> <li>• Movement</li> <li>• Agility</li> <li>• Speed</li> <li>• Timing</li> <li>• Coordination</li> <li>• Receive</li> </ul>		

	elevation, locking and popping, timing, counts, stresses and formations.	<ul style="list-style-type: none"> <li>• Opposition</li> <li>• Baseline</li> </ul>
What employability skills are being developed?	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Self-motivation</li> <li>• Competitiveness</li> <li>• Communication</li> <li>• Observation skills</li> <li>• Officiating and leadership opportunities</li> <li>• Performance analyst opportunities</li> <li>• Verbalising and feedback opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Self-motivation</li> <li>• Competitiveness</li> <li>• Communication</li> <li>• Observation skills</li> <li>• Officiating and leadership opportunities</li> <li>• Performance analyst opportunities</li> <li>• Verbalising and feedback opportunities</li> </ul>
Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Mathematics – working with data through timing and pacing.</li> <li>• Biology – effects of exercise on the body.</li> <li>• Food Technology – link between diet and exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics – working with data through timing and pacing.</li> <li>• Biology – effects of exercise on the body.</li> <li>• Food Technology – link between diet and exercise.</li> <li>• D&amp;T – trajectories.</li> <li>• Physics – forces and movement.</li> </ul>
What useful websites are there for this topic?	<a href="https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/">https://danceparent101.com/best-free-online-dance-classes-and-tutorials-for-school-aged-kids/</a> <a href="https://www.pineapple.uk.com/pages/kids-dance-classes">https://www.pineapple.uk.com/pages/kids-dance-classes</a> <a href="https://www.bbc.co.uk/bitesize/topics/zsjqwx">https://www.bbc.co.uk/bitesize/topics/zsjqwx</a> <a href="https://www.bbc.co.uk/bitesize/guides/zggn39q/revision/1">https://www.bbc.co.uk/bitesize/guides/zggn39q/revision/1</a>	<a href="https://www.badmintonengland.co.uk/on-court/junior/">https://www.badmintonengland.co.uk/on-court/junior/</a> <a href="http://fouroaksbadmintonclub.co.uk/junior-coaching/">http://fouroaksbadmintonclub.co.uk/junior-coaching/</a> <a href="https://www.legacy-wm.org/health-and-wellbeing/events/2021/kids-badminton">https://www.legacy-wm.org/health-and-wellbeing/events/2021/kids-badminton</a> <a href="https://www.premier-education.com/activities/sports-activities/badminton/">https://www.premier-education.com/activities/sports-activities/badminton/</a> <a href="https://www.teachpe.com/badminton">https://www.teachpe.com/badminton</a> <a href="https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3">https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3</a>

<p>What wider reading could be done for this topic?</p>	<p><a href="https://www.contemporary-dance.org/dance-terms.html?utm_content=cmp-true">https://www.contemporary-dance.org/dance-terms.html?utm_content=cmp-true</a></p>	<p><a href="https://www.theukrules.co.uk/rules/sport/badminton/juniors.html">https://www.theukrules.co.uk/rules/sport/badminton/juniors.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/344">https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/344</a></p>
<p>Community Links</p> <p>What else can students be doing independently to develop their understanding of this topic?</p>	<p><b>Extra-curricular</b> Students have access to an extra-curricular club with once per week. Opportunities to take part in the school dance evening.</p> <p><b>House activities</b> Students can audition to take part in the annual arts festival, Eisteddfod.</p> <p><b>Community</b> There are many local dance schools for students to attend and develop their knowledge further. These clubs offer various styles for all ages on different evenings and weekends. Most dance schools also offer holiday camps which students can attend.</p>	<ul style="list-style-type: none"> <li>• The students have inter house completion.</li> <li>• In conjunction with this the students have excellent access to both training facilities and local clubs.</li> </ul>