

Circus Class Overview & Links to Victorian Curriculum

FunFit Circus classes assist students to develop a variety of circus skills that are increasingly popular today. There is nothing like learning a new skill for satisfaction and self-approval. With our huge range of different circus disciplines, there's something for everyone. Most are individual activities so students can learn at their own pace and hone in on the circus toys they love. They can then work together on partner and group skills and even create short or long circus shows. Circus skills are also something that students can take home and develop. Families and friends love watching as students proudly perform their new circus tricks!

Each class addresses the Victorian Curriculum learning area of Health and Physical Education through the strand and sub-strands identified below:

Health and Physical Education: Movement and Physical Activity

- Moving the body
- Understanding movement
- Learning through movement

Circus classes may also align to the following learning areas and capabilities:

- **Health and Physical Education: Personal, Social and Community Health**
- **The Arts: Dance**
- **The Arts: Drama**
- **The Arts: Music**
- **Personal and Social Capability**
- **Critical and Creative Thinking Capability**

For a more detailed understanding of what and how the Movement and Physical Activity content descriptors are addressed through our Circus classes see below:

Foundation Level – Includes Juggling, Hula Hoops, Acrobalance, Poi, Staff, Diabolo and Clowning

Movement & Physical Activity:

| Sub-Strand | Curriculum (what) - Content Description | Pedagogy (how) – Through these circus workshops students will: |
|----------------------------------|---|--|
| <i>Moving the body</i> | Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064) | Practice a variety of fundamental movement skills through a fun warm up activity. Students will learn basic manipulative circus skills such as spinning a hula hoop, tossing and catching juggling balls and a variety of balancing skills. Students may also put these skills together in a movement sequence which would be developed and led by the instructor. |
| <i>Understanding movement</i> | Identify and describe how their body moves in relation to effort, space, time, objects and people (VCHPEM067) | Be able to describe their body positions when performing a range of movements such as balancing with a partner or learning a new skill with an apparatus. |
| <i>Learning through movement</i> | Follow rules when participating in physical activities (VCHPEM070) | Follow the instructions of the teacher in order to participate in warm up activities and learn a new circus skill. |

Levels 1 & 2 – Includes Juggling, Hula Hoops, Acrobalance, Poi, Staff, Diabolo and Clowning

Movement & Physical Activity:

| Sub-Strand | Curriculum (what) - Content Description | Pedagogy (how) – Through these circus workshops students will: |
|----------------------------------|--|--|
| <i>Moving the body</i> | Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080) | Perform fundamental movement skills involving controlling objects with equipment and different parts of the body. For example, students will practice their hand-eye coordination when learning to control the diabolo, hula hoops or juggling balls. Students will also be able to demonstrate balances and describe what can help to maintain stable positions such as being the base position in acrobalance. |
| <i>Understanding movement</i> | Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (VCHPEM084) | Perform movements under, over, through and between objects, people, body parts and equipment. For example, students will incorporate these elements when learning the skills of hula hooping, juggling, poi, staff, diabolo, spinning plates and acrobalance. |
| <i>Learning through movement</i> | Use strategies to work in group situations when participating in physical activities (VCHPEM085) | Work cooperatively with their peers to achieve a set goal or outcome. For example, this may be combining their skills into a short routine and performing the choreography. Students may also work with a partner or as a group to achieve a circus skill together. This could be with equipment or using just their bodies for acrobalance, e.g. Human pyramids. |

Levels 3 & 4 – Includes Juggling, Hula Hoops, Acrobalance, Poi, Staff, Diabolo and Clowning

Movement & Physical Activity:

| Sub-Strand | Curriculum (what) - Content Description | Pedagogy (how) – Through these circus workshops students will: |
|----------------------------------|--|---|
| <i>Moving the body</i> | Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097) | Perform activities where locomotor and object control skills are combined to complete a movement. For example, students may learn a manipulative skill or partner/group balance. Students would start with very basic skills and develop on these throughout the session. For example, they may learn to juggle one ball in one hand, then the other, then one in each hand, two in one hand, etc. Students will also have the opportunity to refine fundamental movement skills during a fun warm up activity. |
| <i>Understanding movement</i> | Combine the elements of effort, space, time, objects and people when performing movement sequences (VCHPEM101) | Demonstrate an understanding of how the body can move efficiently when performing movement skills, balances or movement sequences. For example, students may need to perform a movement sequence through space while manipulating an object or discover the best way to balance their body together with a partner or small group. |
| <i>Learning through movement</i> | Adopt inclusive practices when participating in physical activities (VCHPEM102) | Work cooperatively with and encourage their peers while performing skills and tricks. Students will be asked to be supportive and may even be asked to provide feedback on their performance. Students will learn to work effectively together with a partner or group to achieve a skill outcome. |

Levels 5 & 6 – Includes Juggling, Hula Hoops, Acrobalance, Poi, Staff, Diabolo and Clowning

Movement & Physical Activity:

| Sub-Strand | Curriculum (what) - Content Description | Pedagogy (how) – Through these circus workshops students will: |
|----------------------------------|--|---|
| <i>Moving the body</i> | Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) | Apply their knowledge of fundamental movement skills when practising more specialised circus skills such as juggling, hula hooping, poi, staff, spinning plates, and diabolo. Students will also perform a range of complex static and dynamic balances during acrobalance. |
| <i>Understanding movement</i> | Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119) | Have the opportunity to modify different elements while performing movement sequences. For example, students may be asked to balance their body or balance the circus toy they're playing with. Students may also be asked to combine their skills into a short routine, move in time to music or manipulate the circus toys in a certain way to achieve a goal or set outcome. |
| <i>Learning through movement</i> | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) | Have the opportunity to positively encourage their peers whilst learning a variety of circus skills or participating in improvisation games and activities. Students may also need to negotiate various roles and responsibilities such as being the 'base' versus the 'flyer' in acrobalance. |

Levels 7 & 8 – Includes Juggling, Hula Hoops, Acrobalance, Poi, Staff, Diabolo and Clowning

Movement & Physical Activity:

| Sub-Strand | Curriculum (what) - Content Description | Pedagogy (how) – Through these circus workshops students will: |
|----------------------------------|---|---|
| <i>Moving the body</i> | Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133) | Use verbal and kinaesthetic feedback when coordinating hand-eye movements to control different circus apparatus such as juggling balls, hula hoops, poi, staff, spinning plates or diabolo. |
| <i>Understanding movement</i> | Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (VCHPEM137) | Perform a range of circus skills and analyse their technique in comparison to that of the instructor and their peers. Students will practice the skill and be able to understand and explain how to improve their performance. |
| <i>Learning through movement</i> | Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139) | Have the opportunity to learn a new skill and possibly be taken outside of their comfort zone. This will allow students to challenge themselves and also be aware that their peers may be feeling a similar way. Through a mix of individual and group work, students will practice and apply personal and social skills whilst learning a circus skill. Roles will be explored and developed during group activities in order to effectively achieve a goal. |

Levels 9 & 10 – Includes Juggling, Hula Hoops, Acrobalance, Poi, Staff, Diabolo and Clowning

Movement & Physical Activity:

| Sub-Strand | Curriculum (what) - Content Description | Pedagogy (how) – Through these circus workshops students will: |
|----------------------------------|---|--|
| <i>Moving the body</i> | Perform and refine specialised movement skills in challenging movement situations (VCHPEM152) | Use feedback from the instructor and peers to refine their performance of circus skills. Students also have the opportunity to video their performance and complete a self-analysis at home or in a future class. |
| <i>Understanding movement</i> | Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (VCHPEM156) | Learn new circus skills that may also be combined into a short sequence and performed to music. These may include various balances, juggling, hula hooping or use of the poi, staff, spinning plates or diabolo. Students will be able to use their performance of these skills as a stimulus in order to analyse the impact of effort, space, time and people when performing movement sequences. |
| <i>Learning through movement</i> | Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158) | Be encouraged to motivate themselves and their peers to participate and improve their performance in a variety of circus skills. Students will have the opportunity to work cooperatively with their peers during fun warm up and skill development activities. Students may also have the opportunity to devise short sequences by using the skills they learn during the session, to create a performance piece. |