

# Greatest Showman LESSON 1

Year 5

Learning Intention: How can you use 'dynamics' when performing a dance?

Yr 5

I can begin to show some 'dynamic' elements in my dance.

I can show some 'dynamic' elements in my dance.

I can show a variety of 'dynamic' elements in my dance.

## EQUIPMENT:

Suggested music:

MUSIC: This is the Greatest Show

Video 1 – Ringmaster movements

Video 2 – The Greatest Showman Dance

Tambourine

**Yr 5 Key Words: Relationships, space, dynamics, elements, matching, mirroring, energy, speed, flow, collaborate, stimulus**

## STARTER:

Starter: What is a Ringmaster?

1. Ask the children 'who has been to the circus?'
2. Discuss what a ringmaster is. Ask the children what their job is (to welcome the audience, to open and close the show, to introduce each act, to keep everyone entertained.)
3. What does a ringmaster look like? Wear? (Tails, top hat, cane etc.)

## Warm Up and introduction to dynamics

### Suggested Music: Track 1

In groups of four create an aerobic dance warm up:

We are going to look at the **dynamic** element of dance.

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, acceleration/deceleration, low energy/high energy, strong/light, flowing/sharp.

### 1. Can you try and add each of these below to your warm up?

#### Energy

**Low energy** - smooth movements - arm circles, walking slowly, shoulder movements.

**High energy** - strong powerful movements - sprinting fast, star jumps.

#### Speed

**Slow** - move in slow motion.

**Fast** - move double time.

**Acceleration /deceleration** - slow to fast or fast to slow.

#### Flow

**Robotic** - short, sharp movements.

**Continuous flowing smooth movements** - swinging arms, twisting, turning.

## ACTIVITY 1: The Greatest Opening!

Suggested music timing:  
start of music to  
1min 10seconds

MUSIC: Track 1 – This is the Greatest Show

### 1. Watch video 1: Example of Ringmaster movements.

**Q& A:** What dynamics are used in the video? **Speed, Energy, Flow**

### 2. The children make their own groups of 4 and create their own 8-10 positions to the beginning of the music

Encourage different **Dynamics** when moving to a new position e.g **Speed** move into position quickly or slowly, **Energy** - use sharp/smooth, **Flow** continuous or robotic

**Make it Easier:** The children can copy movements from video 1.

**Make it Harder:** Everyone changes their position 8-10 times, creating their own moves.

## ACTIVITY 2: The Greatest Dance!

Suggested music timing for task:  
Own positions: start of the music to 1min 10seconds  
Dance phrase: 1min 10seconds to 2mins 7 seconds  
**Suggested Music: This is the Greatest show**

### 1. Whole class to watch and learn Video 2.

When learning the dance in video 2 children to focus on the **Dynamics**

### 2. Bring it together:

- 1) Groups to perform their own positions from activity 1,
- 2) Then perform dance from Video 2

### 3. Challenge: The children can make up their own dance in their groups of 4 or add on new movements at the end of the dance to make it longer.

When Creating their own dance moves- Children to incorporate the **dynamic elements** into their dance.

### ACTIVITY 3: The Greatest Show!

Suggested music timing: start of track to 2mins 7seconds

Suggested Music: This is the Greatest show

1. Split the class into two. One half to dance and the others to watch.
2. Teacher to spread out the groups and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers.

What did they like about the performance? What were their favourite ringmaster moves?

Q& A: What dynamic elements did they see when they were performing?

e.g. **energy, speed and flow**

4. Swap over.

#### COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk to bring their heart rates down.

#### PLENARY

Did you enjoy being a ringmaster? What did you enjoy the most? How did you show a variety of dynamics in your dance?