

Greatest Showman LESSON 3

Year 5

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

Yr 5

I can begin to show some 'space' elements in my dance

I can show some 'space' elements in my dance

I can show a variety of 'space' elements in my dance

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

Equipment:

Equipment/Props
Hats, ribbons, hoops.

Music: Come Alive

Awareness of space through warm up

Suggested Music: Track 1

In groups of four, create an aerobic dance warm up. Today we are going to look at the **space** element of dance.

What does the concept of **space** mean in dance? This refers to **WHERE** the dancer moves. Here are some examples: **Level (high, medium or low)**, **Size (big or small movements)**, **Direction (forward back, left and right)**, **Pathway (moving from A to B e.g. straight, curved)**

1. Can you try and add each of the below into your warm up?

Levels:

- Low - squat thrusts.
- Middle - lunges.
- High - star jumps.

Size of movement:

- Small movement - shoulder lifts.
- Large movements - high knees.

Linking learning: In year 4 we used levels and pathways in to create/choreograph a dance

Direction:

- Face different directions.
- Travel in different directions; e.g. forward or back and from side to side.

Pathway (A to B):

- Straight - stepping forwards, backwards.
- Sideways - right and left e.g. grapevine.
- Free form - any pathway you would like to use.

ACTIVITY 1: The Greatest Props! (Ribbon)

Suggested Music: Come Alive

Suggested music timing for this activity:
Start to 1min 25seconds

1. Teacher to hand out ribbons to the children. (If you don't have ribbon, chiffon material or something similar will work well)
2. Teacher puts on the music and as the children walk around they are asked to LEAP, JUMP, TURN SLIDE POSE, ROLL, KNEEL, BALANCE, LUNGE.

Space elements they can use:

Levels- e.g. low , medium and high

Direction- encourage children to face and travel in different directions

Size of Movement- Can the ribbon actions have larger and smaller movements?

Pathways- Travel to different places in the room with the ribbon

ACTIVITY 2: The Greatest Props! (Hats)

Suggested Music: Come Alive
Suggested music timing
for this activity:
Start to 1min 25seconds

MUSIC: Track 2 – Come Alive

Repeat activity 1, but change the prop to a hat/cone.

TP: Remind the children to think of how they use the **space** when moving around.

Choose some good examples to demonstrate.

ACTIVITY 3: The Greatest Props! (Hoops)

Suggested Music: Come Alive
Suggested music timing
for this activity:
Start to 1min 25seconds

MUSIC: Track 2 – Come Alive

Repeat activity 1, but change the prop to a hoop.

TP: Remind the children to vary their use of the **space** when moving around.

ACTIVITY 4: The Greatest Moves!

Suggested Music: Come Alive
Suggested music timing
for this activity:
Start to 1min 25seconds

In a group of 4 :

1. Watch Video 2 - using hoops
2. Children choose their favourite prop to work with and create their own movements with their chosen prop.

Space elements they can use:

Levels- E.g. kneeling, turning, stepping through the prop

Direction- Encourage children to face and travel in different directions

Size of Movement- Can their actions have larger and smaller movements ?

Pathways- Different ways of travelling such as circles, lines, free form

Linking learning: Can you bring in the **relationship** elements into your dance e.g. **Formations, Unison, Canon, Matching, Mirroring**

ACTIVITY 6: The Greatest Show!

Suggested music timing for this activity: Start to 1min 25seconds (or as long as they need to complete their performance)

MUSIC: Track 2 – Come Alive

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 was their favourite act and why? Who used the prop well?
Can you describe the use of **space** in their dance?
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

How did you show **space** in your dance?
What did you enjoy the most about using a prop?
What have you learnt about performing with a prop?
How did you use **space** to perform your dance?