

# Greatest Showman LESSON 2

# Year 5

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

Yr 5

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

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

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

Equipment:

MUSIC:

This is the Greatest Show

Video clip

Circus Acts resource cards

Hats, ribbons, scarves

tambourine

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

**STARTER:**

**Note: this may take more than one lesson**

1. Watch the video clip of The Greatest Show, from The Greatest Showman:

<https://www.youtube.com/watch?v=kkjhqJ55111>

2. Ask the children to tell you what different acts they could see in the clip and any acts they might have seen at the circus:

Tightrope walker, trapeze artists, strongman, lion tamer, juggler, tumblers, acrobats, stilt walkers, magicians, unicyclists, human cannonball, mime artist....etc.

**Warm up and introduction to relationships**

**Suggested Music: Track 1**

In groups of four, create an aerobic dance warm up:

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

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are some examples: **Matching and mirroring, unison and canon and formations.**

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

**Matching and mirroring:**

Match - Can you stand side by side and match each others moves?

Mirror - Can you stand facing each other and mirror each others moves?

**Linking learning: During gymnastics in Year 4, you performed matching and mirroring balances.**

**Unison and canon:**

Unison - dancing at the same time.

Canon - like a domino - one after another.

**Linking learning: We learned unison, canon and formations in Years 3 & 4. We also use these in gymnastics.**

**Formations:** How many different formations can you use? For example side by side, square and diamond. Recap of prior learning from Year 4.

## ACTIVITY 1: Exploring the Greatest Act!

1. When the teacher calls out these commands, children to perform the following:

**Juggle** - Pretend to juggle.

**Tightrope**- Imagine they are on a tightrope.

**Magician** - Imagine they are a magician.

**Strongman/woman** - Get into position to show they are strong.

**Children get back into their groups of 4 from last lesson.**

2. Children to explore movements for one of the acts above e.g. juggling

**Which relationship elements can they bring into the dance? e.g.**

**Matching:** Can you perform this side by side?

**Mirroring:** Can you be opposite each other?

**Unison:** Can you move together at the same time?

**Canon:** Like a domino - one after another.

**Formations:** What different formations can you use e.g. side by side square, diamond?

**3. Groups to then choose a second, third and fourth act to explore.**

**Make it easier:** Teacher might show/give out some examples of movements for each act. See the circus act resource cards.

## ACTIVITY 2: Becoming the Greatest Acts!

**Suggested Music: This is the Greatest Show**

Suggested music timing: 2mins 7 seconds to 3mins 55seconds (or as long as is needed to get into their groups and perform their acts)

**Can the children use relationships with their props for this part of the lesson e.g. props such as hats, scarves ribbons etc?**

1. In their groups, each child is to choose their favourite act.
2. Children to add in the use of **relationships** with their props.

e.g.

**Matching:** Can you move your props in exactly the same way?

**Mirroring:** Can you dance opposite each other using your props?

**Unison:** Can you move your props together at the same time?

**Canon:** Like a domino - can you move your props - one after another?

**Formations:** What different formations can you use e.g. side by side square, diamond?

**Make it easier:** Focus on one or two of the elements.

**Challenge:** Can they change their props between each other?

## ACTIVITY 3: The Greatest Acts and Show!

**Suggested Music: This is the Greatest Show**

1. In their groups, the children piece together everything from lessons 1 and 2:
  - a) Ringmaster movements (Lesson 1 Activity 1)
  - b) The Greatest Showman dance (Lesson 1 Activity 2)
  - c) Their own favourite act (Lesson 2 Activity 2)

Suggested music timing:

a) Ringmaster moves: start of track to 1min 10seconds

b) The Greatest Showman Dance: 1 min 10seconds to 2mins 7 seconds

c) Own acts: 2mins 7 seconds to 3mins 55seconds  
(or as long as they need to perform their acts)

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? What **relationships** did they use 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

Did you enjoy being your own act and creating a circus show? What did you enjoy the most? What does the concept **relationship** mean in dance? How have we used it today?