

Greatest Showman LESSON 4

Year 6

Learning Intention: How can you use different dance elements when performing?

Equipment:

Music: Track 2 –
Circus Theme Song

Yr 6

I can show some dance elements in my performance (Space, Relationships, Dynamics)

I can show a clear use of dance elements in my performance (Space, Relationships, Dynamics)

I can show a variety of dance elements in my performance with confidence and clarity (Space, Relationships, Dynamics)

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

Yr 6 Key Words: Transition, contact, proximity, complement, contrast, continuous, robotic, acceleration, deceleration, communicate

STARTER:

1. Watch the clown montage video: <https://www.youtube.com/watch?v=UDhYEke27og>
2. Discuss with the children what clowns do and what slapstick is.

Can the children describe what they have observed from the video clip?

WARM UP

Music: Track 2 – Circus Theme Song

Teacher to recap **Dynamics, Relationships and Space** - you can use visuals or videos if needed.

The children skip or jog around the room individually to explore being a clown, with the focus on **Dynamics and Space** with the teacher facilitating:

1. The teacher asks the children to mime putting on their clown clothes e.g. trousers, t-shirt, braces, socks, shoes, hat, make up, gloves. **Space- change size of movements**
2. The teacher asks the children to now travel around the room with clown-like movements e.g: walk on your heels and on your toes. A tightrope walk. Walk showing you have big shoes. Try to add a clumsy part into your walking (a bump, or trip.) **Space- show a variety of levels**
3. The teacher now asks the children to try the following clown gestures as they are said out loud e.g: wave to the audience, throw water, juggle, honk nose, squirt water from a flower, throw a pie, belly laugh, point and laugh etc.
Dynamics- show different speed, energy and flow.

Note: If children are not confident performing on their own ask them to find a partner

1. The children get into pairs to create 3-6 clown movements of their own movements and ensure they add a variety of **relationship elements into their dance**

Matching: Can you perform this side by side?

Mirroring: Can you be opposite your partner?

Unison: Can you move into and together into this move at the same time?

Canon: Can you perform movements one after another?

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

Contact: Different ways of making **contact** with each other

Proximity: How near or far you are from each other

Contrasting moves: Opposite movements to each other

e.g

- a) Person one walks on and waves at audience, followed by person two (**Canon**)
- b) Both throws a bucket of water over the audience side by side (**Matching and unison**)
- c) Both shake hands (**Contact and Mirroring**)
- d) Person 2 throws a pie back at person 1 and belly laughs (**Contrast**)
- e) Person 1 stamps angrily, walks away and wipes pie from their face (**Proximity**)

2. Can they bring in the other elements e.g. **space and dynamics into their dance?**

ACTIVITY 2: The Greatest Clown Show!

Music: Track 2 –
Circus Theme Song

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

What was their favourite clown act and why?

Who told a story the best?

Who made you laugh and why?

Who had clear movements and good use of **Space, Relationships and Dynamics?**

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 clown?

What did you enjoy the most?

How did you show the different dance elements?