

Greatest Showman LESSON 2

Year 6

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

Yr 6

I can show some 'relationship' elements in my dance

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

I can incorporate a variety of 'relationship' elements and perform with confidence, control and fluency

Equipment:

MUSIC: Track 1 warm up
This is the Greatest Show
Circus Acts resource cards
Hats, ribbons, scarves
tambourine

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 video clip of The Greatest Show, from The Greatest Showman:
<https://www.youtube.com/watch?v=kkjhhqJ55I1I>
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 relationships

Suggested Music: Track 1

In groups of four create an aerobic dance warm up.

We are going to recap the **relationship** element of dance and add some new ones: **Contact, proximity, complement and contrast.**

What does the concept of **relationships** in dance mean? These are ways in which dancers move with other dancers. Here are the examples below;

1. Can you try and add each of these 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

Unison and canon:

Unison - dancing at the same time

Canon - like a domino - one after another

Formations: How many different formations can you use? For example side by side, square & diamond.

Contact: What moves can you support each other with when warming up.

Proximity: How near or far are from each other?

Contrast: Opposite movements to each other.

Complement: Actions might be different, but look good together

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?

Contact: Different ways of making contact with each other

Proximity: How near or far are you from your group?

Complementing moves: to create different moves which look good together

Contrasting moves: Opposite movements to each other

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

Make it easier: Use 2 or 3 of the relationship elements

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 chooses 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?

Contact: Different ways of making **contact** with the props

Proximity: How near or far you are from your prop/group

Complementing moves: to create different moves which look good together with your props

Contrasting moves: Opposite movements to each other or with a prop?

Make it easier: focus on one or two of the **relationship** 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?