

The Greatest Me LESSON 5

Year 6

Learning Intention: How can you use a **stimulus** to perform a dance?

Equipment:

Music: This is Me

- Yr 6
- I can translate ideas from a stimulus into a dance
 - I can translate ideas from a stimulus into a performance – and incorporate some dance elements
 - I can translate ideas from a stimulus into performance – and incorporate a variety of relationship elements

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: What is a stimulus?

1. What is a **stimulus**? A **stimulus** is something that inspires you to choreograph a certain dance. For example: Music – Mood – Lyrics.

The **stimulus** for the class is the video 'This is Me' from the film The Greatest Showman.

2. Share the video 'This is Me' with the class: <https://www.youtube.com/watch?v=CjxugyZCfuw> (Please note this is an external link to PPP)
3. Discuss what the message in the song is about – (respecting and accepting that everyone is different, unique and special and being proud of who you are.)
4. Ask the children what makes them an individual and what they are proud of.

Warm Up

Suggested Music: Track 1

Children get into their groups from last lesson . Can they revisit and recap their warm up. Remind them to think about the **relationship** elements in their warm up.

Matching and mirroring:

- Match** - Can you stand side by side and match each other's moves
- Mirror** - Can you stand facing each other and mirror each other's 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 e.g. side by side square, diamond

ACTIVITY 1: The Greatest Me! (Individual creativity)

Suggested Music: This is Me
Suggested Music timing: Start of track to 2minutes

1. Children think of 4-6 things that make them an individual and create a movement for each. (This could be personality, hobbies, cultures, talents, things they are proud of etc.)

Make it easier: If not so confident, children can pair up with a partner or discuss in their group

Linking learning: Children to think of **Dynamics and Space** in their dance

e.g. **Dynamics**- Strong, sharp movements

Space - Change of evels, travel in a circle and moving from side to side

Challenge: Children link their movements together by adding transitional dance movements in between so it is a longer sequence
e.g. turn, jump, travel, roll, slide etc.

ACTIVITY 2: The Greatest Me! (Group Dance)

Suggested Music: This is Me
Suggested Music timing: Start of track to 2minutes

1. The children get into their groups of 4 and show their own sequence to each other from activity 1.

2. Combine their actions from activity 1 to make up their own group dance

Linking learning: Children to bring as many elements that they have learned over the last four lessons into their dance

Dynamics: Can they children vary their **energy, flow and speed** throughout their dance

Space: Can the children use different **levels, directions, pathways or size of movement**

Relationships: Which of the movements could include either **matching/mirroring, unison/canon, complementing/contrasting and contact**

Can they use different **formations** throughout their dance.

Can they change their **proximity** to their group

ACTIVITY 3: The Greatest Me! (Performance)

Suggested Music: This is Me

Suggested Music timing:
Start of track to 2 minutes

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

Who had clear movements?

What dance elements did you see **dynamics, relationships and space?**

Were you successful in using the **stimulus 'This is Me' to create your own dance?**

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 performing a dance about yourself?
What are you most proud of?
What have we learnt about others by performing our 'This is Me' dance.
How use the **stimulus** to create your own dance, and incorporate the dance elements