

# Greatest Showman LESSON 1

# Year 3

Learning Intention : . How can you vary your **levels** when performing a dance?

Yr 3

I can sometimes use three different levels in a dance (low medium, high)

I can use three levels in a dance (low medium, high)

I can perform using two different levels with a partner/group

EQUIPMENT:

MUSIC: This is the Greatest Show  
Tambourine

**Yr 3 Key words: Unison, energy, canon, expression, feedback, formations, pathways**

## STARTER

Starter: What is a Ringmaster?

1. Ask the children who has been to the circus
2. Discuss what a Ringmaster is. Ask the children what their job is (to welcome the audience, to open and close the show, to introduce each act, to keep everyone entertained).
3. What does a ringmaster look like? Wear? (Tails, top hat, cane etc).

## WARM UP

**Q&A What are levels?** Levels, in dance, is how we use different heights in the space.

**Low level:** e.g. these levels are no higher than crawling under a fence.

**Medium (Middle):** e.g. This level is at waist height.

**High level:** e.g. movements of elevation (jumping) and reaching high.

Using a tambourine:

1. Children to hop, skip, gallop and jump around the space, weaving in and out of each other.
2. Teacher calls out the command position and the children make a Ringmaster movement.
3. Teacher signals for the children to continue.

Teacher calls:

**Bow:** Children bow.

**Welcome:** Open arms out in front of body (as if to say welcome).

**Celebrate:** A wide leg stance with arms in an open 'V' shape above head to celebrate the show

Children to try and vary the levels they are using.

## ACTIVITY 1: The Greatest Opening!

MUSIC: This is the  
Greatest Show

Video 1

### Children to get into groups of 4

1. Watch Video 1: Example of Ringmaster movements.
2. In their groups, the children create their own 8-10 positions to the beginning of the music

**Make it easier:** The children can copy movements from Video 1.

**Make it harder:** Everyone changes their position 8-10 times, **creating** their own moves.

**TP: Encourage the children to change **directions** and **levels** to make their movements more interesting.**

## ACTIVITY 2: The Greatest Dance!

MUSIC: This is the  
Greatest Show

Video 2

1. Whole class to watch and learn Video 2.
2. Bring it together:
  - 1) Groups to perform their own positions from Activity 1.
  - 2) Then perform the dance from Video 2.
3. The children can make up their own dance in their groups of 4 or add on new movements to the end of the dance to make it longer.

Children to remember the key focus of the lesson is **levels** and to look at how they can use different **levels** in their groups. Can each child show different **levels** at the same time in their dance? Can they change from high to low, low to medium, low to high, high to medium?

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?

Who used **level** changes 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 a Ringmaster? What did you enjoy the most? What have you learned about how you **perform** as part of a circus show? How did you use different **levels**?