

# Greatest Showman LESSON 2

## Year 3

Learning Intention: How can you dance in **canon** when performing a dance?

Yr 3

I can sometimes dance in canon when performing with a group

I can dance in canon when performing with a group

I can dance in canon with a group performing a range of movement patterns

Equipment:

MUSIC:

This is the Greatest Show

Circus Acts resource cards

Hats, ribbons, scarves

Tambourine

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

### STARTER

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

<https://www.youtube.com/watch?v=kkjhqJ55I1I>

(Please note this is an external link to PPP)

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.

3. Ask the children to think about if they were an act in the circus what would it be?

### WARM UP

**Q&A:** What is **canon**? One after another; like a domino effect.

Teacher to give example e.g. 4 children to crouch down. Each jump up one at a time in a star shape - this is **canon**. Repeat again, this time stand up in a different shape - this is **canon**.

Children skip, gallop, jump around the space in pairs (like follow my leader).

1. When the teacher calls out the following commands, children to perform them one after another (this is called **canon**);

**Juggle** - Children pretend to juggle

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

**Magician** - Imagine they are a magician

**Strongman/woman** - Children to get into position to show they are strong

**Make it harder:** Repeat again but this time in a group of 4. The teacher calls out 'Different' and the children perform a different movement in **canon**. E.g. one juggles, another walks the tightrope etc.

## ACTIVITY 1: Exploring the Greatest Act!

MUSIC: This is the Greatest Show

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

1. The teacher names a circus act and asks the children to explore movements in their groups for that act.
3. The teacher then chooses 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.

**Linking learning:** Children to remember **levels** from last lesson.

## ACTIVITY 2: Becoming the Greatest Acts!

MUSIC: This is the Greatest Show

**Children can use their props for this part of the lesson e.g. hats, scarves ribbons etc.**

1. In their groups each child is to choose a different act.
2. The children create 4-6 movements for their own act.
3. The children then work on using **canon** to perform their acts one after the other.

**Q&A: What is **canon**? One after another; like a domino effect**

**Make it easier:** The group can help each other to ensure everyone has their own movements.

**Challenge:** When they are not performing their act, they hold a pose in character. They can also change their poses in **canon** in-between each new act coming forward.

**TP:** As the focus for this lesson is **canon**, remind the children to work on ensuring their movements are one after the other and that their **timing** is clear and with **energy** to the music.

**Linking learning:** Children to try and incorporate different **levels**.

### ACTIVITY 3: The Greatest Acts and Show!

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 acts in their groups just created in (Lesson 2, Activity 2)

### ACTIVITY 4: The Greatest Show!

MUSIC: This is the Greatest Show

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 **directions** and **level** changes? Did they use **canon** 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.

#### Next Lesson:

Children to be encouraged to bring a hat, ribbon or accessory for the next lesson.

#### PLENARY

Did you enjoy being your own act and creating a circus show? What did you enjoy the most? What was your favourite act from today? How did you perform in **canon**?

