

Greatest Showman LESSON 3

Year 3

Learning Intention : How can you use different '**formations**' when performing a dance?

Yr 3

I sometimes show simple formations when performing

I can show range of formations when performing

I can perform a range of formations when performing with some control

Equipment:

Props: Hats, ribbons, hoops, cones or scarves

Music:

Come Alive

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

WARM UP

Today we are learning **formations**. This is **WHERE** you stand in the space in relation to others e.g. side by side square, diamond, circle, facing each other, one behind another.

The children get into small groups and make up their own aerobic warm-up. Everyone in the group takes it in turn to lead a warm-up move. Can you all stand in a different **formation** every time you change the leader?

Remember the warm-up move has to help increase the heart rate (a pulse raiser).

ACTIVITY 1: The Greatest Props Ribbon!

MUSIC: Come Alive

1. Teacher to hand out ribbon to the children. (If you don't have ribbon, chiffon material or something similar will work well).
2. Teacher puts on the music and as the children walk around they are asked to explore what movements and different **pathways** they could do with the ribbon.
3. Teacher then gives 5 commands:
LEAP
JUMP
TURN
SLIDE
POSE

Children to walk/skip around. When the teacher says the command word, the children can do any turn, jump, leap, slide or pose they like whilst using the ribbon.

ACTIVITY 2: The Greatest Props Hats!

MUSIC: Come Alive

Repeat Activity 1, but change the prop to a hat/cone.

TP: Remind the children to think of how they use **levels** when moving around.

ACTIVITY 3: The Greatest Props Hoops!

MUSIC: Come Alive

Repeat Activity 1, but change the prop to a hoop.

ACTIVITY 4: The Greatest Moves!

MUSIC: Come Alive

On their own:

1. Children choose their favourite prop to work with and create their own movements with their chosen prop.

Challenge: Children add transitional dance movements between each prop movement. This will encourage travelling and using more space, an example would be:

- a) Pose 1 with their prop
- b) Turn into Pose 2 and hold Pose 2
- c) Run and leap into Pose 3 and hold Pose 3

TP: Remind the children that they are now creating a **performance** and so everything needs to link together smoothly.

Linking learning: Think about **levels, expression and energy** when moving.

ACTIVITY 5: The Greatest Speciality Formation!

MUSIC: Come Alive

1. The children get into their groups of 4 and show each other the movements they have created with their props.
2. The children choose a **formation** to stand in their group; e.g circle, semi-circle, diamond, line, side by side, and practise performing in that **formation**.
3. Now create a dance using all of their ideas.

Make it easier: Children choose one **formation** and they work on keeping the space clear and defined between them.

Make it harder: Change **formation**.

ACTIVITY 6: The Greatest Show!

MUSIC: Come Alive

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 was their favourite act and why? Who used the prop well?

Who created a smooth and fluid **performance** using a good **formation**?

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

What did you enjoy the most about using a prop?
What was your favourite prop and why?
How did you use **formations** in your dance?

