

Greatest Showman LESSON 1

Year 4

How can you vary your **levels** when performing a dance?

Yr 4

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

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

I can perform using three levels with a partner/group

EQUIPMENT:

MUSIC: This is the Greatest Show

Tambourine

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

Yr 4 Key words: Improve, direction, choreograph, timing, fluency, performance, mini coach

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:

Recap 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 each time they **perform** these.

ACTIVITY 1: The Greatest Opening!

MUSIC: This is the Greatest Show

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 to create their own 8-10 positions to the beginning of the music
3. Can everyone in the show a different **level** and **direction** to everyone else in their group for each movement,

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

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 look at how they can use different **levels** in their groups. Can each child show a 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.

Can they show **expression** when moving? Can they change **direction**?

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 do well and how can they **improve**?

What did they like about the **performance**? What were their favourite Ringmaster moves?

Who used **level** changes in their dance?

4. Swap over.

Encourage children to perform with **fluency, expression** and **control**.

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**?