

# Greatest Showman LESSON 2

# Year 4

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

Yr 4

I can dance in canon when performing with a group

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

I can dance in canon with a group and perform a range of movement patterns, showing good control

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**

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

## 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

Recap of prior learning **unison** and **canon** (from year 3).

**Q&A: What is Unison?** Move at the same time (same or different movements).

**Q&A: What is Canon?** One after another; like a domino effect (same or different movements).

Children skip, gallop, jump around the space in a group of 4 (like follow my leader).

1. When the teacher calls out the following commands, children to perform them at the same time (this is called **unison**):

**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

2. Repeat again. This time the teacher calls out the following commands children to perform them one after another (this is called **canon**).

3. Repeat again. This time the teacher calls out "**Different**" and the children perform a different movement in **canon** one after another e.g Child 1 **Juggles**, Child 2 walk the **Tightrope**, Child 3 is a **Magician**, Child 2 is the **Strongman/woman**.

## 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:** The teacher might show/give out some examples of movements for each act. See the circus act resource cards.

**Linking learning:** Children to remember **levels** and **directions** 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 **choreograph** 4-6 movements for their own act.
3. The children then work on using **canon** to perform their acts one after the other. Try using the same movements one after another, try using different movements one after another.

**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.

**Make it harder:** Can they perform **canon** in different **directions**?

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

MUSIC:  
This is the Greatest Show

1. The children in their groups to 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)

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

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

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**?

