

# Greatest Showman LESSON 4

# Year 4

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

Equipment:

Music:  
Circus Theme Song

Yr 4

I can show range of pathways when performing

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

I can perform a range of pathways when performing with control and fluency

**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 clowning montage video: <https://www.youtube.com/watch?v=UDhYEke27og>  
(Please note this is an external link to PPP)
2. Discuss what clowns do and what slapstick is with the children.  
Can the children describe what they have observed from the video clip?

## WARM UP

Music: Circus Theme Song

In today's lesson we are looking at how we can use different **pathways** in your dance.

**Q&A:** What are **pathways** in dance? **Pathways** are the lines or patterns traced in the space by the dancers as they move. They can be straight, curved, zigzag, circular, diagonal, etc.

The children can skip/jog around the room individually to explore being a clown, using different **pathways** with the teacher facilitating.

1. The teacher asks the children to mime putting on their clown clothes e.g. trousers, T-shirt, braces, socks, shoes, hat, make up, gloves.
2. The teacher asks the children to now travel around the room with clown-like movements using different **pathways** e.g.  
A tightrope walk.  
Walk showing you have big shoes.  
Try to add a clumsy part into your walking (a bump, or trip).
3. The teacher now asks the children to try the following clown gestures as they are said e.g: Wave to the audience, throw water, juggle, honk nose, squirt water from a flower, throw a pie, belly laugh, point and laugh etc.

## ACTIVITY 1: The Greatest Clown Duo!

Music: Circus Theme Song

1. The children get into pairs to **choreograph** 3-6 clown movements of their own. Can each movement have different **pathways** e.g. forward, back, side to side, circular.

**Make it easier:** The children choose the same 3- 6 movements and **pathways** as their partner and perform in **unison** (movements at the same time).

**Make it harder:** The children create 3- 6 different movements and **pathways** from their partner and perform in **canon** (movements like a domino effect; one after another).

**Challenge:** The children take it in turns to create a more interactive clowning act:

e.g

- a) Person 1 walks on and waves at audience, followed by person 2.
- b) Person 1 throws a bucket of water over person 2.
- c) Person 2 waves an angry finger back.
- d) Person 2 throws a pie back at person 1 and belly laughs
- e) Person 1 stamps angrily, walks away and wipes pie from their face.

Children to remember to use different **levels** when travelling.

## ACTIVITY 2: The Greatest Clown Show!

Music: Circus Theme Song

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 was their favourite clown act and why?

What different **pathways** did they use?

Who told a story the best?

Who made you laugh and why?

4. Swap over

Encourage the 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 clown?

What did you enjoy the most?

What have you learnt about performing as a clown in a circus show?

How did you use different **pathways** to make your dance interesting?