

Equipment:

Learning Intention: How can you '**collaborate**' with a group to make a dance performance?

MUSIC:
Track 4: This is Me
Video 3

Yr 6

I can collaborate to create a dance performance

I can collaborate to create a dance performance displaying a range of dance elements

I can collaborate and lead to create a dance performance displaying a variety of elements with confidence

Yr 5 Key Words: Relationships, space, dynamics, elements, matching, mirroring, energy, speed, flow, collaborate, stimulus

Yr 6 Key Words: Transition, contact, proximity, complement, contrast, continuous, robotic, acceleration, deceleration, communicate

WARM UP

Track 1 Warm up music

1. Children to discuss with their group and be ready with three Ringmaster poses
2. Then children skip, jump, gallop around the area.
3. When the teacher pauses the music and says the command word POSE 1 or POSE 2, the children FREEZE in that pose

Rules of the game:

- They must use a **space** or **relationship** element with their partner e.g.

Space: Can the children use different **levels, directions, or size of movement to their partner**

Relationships: Which of the movements could include either **matching/mirroring**,
Can they use different **formations** on the pose e.g. back to face, face to face, side by side.

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Contact, complement and contrast, proximity

ACTIVITY 2: (Group Dance)

Children to collaborate in their groups of 4 to rehearse and link all their dances together

Extension: How the children incorporate the props into their whole performance?

1. Lesson 1-2, The Greatest Acts and show (Suggested music: This is the Greatest Show):
 - a) Ringmaster movements (Lesson 1, Activity 1)
 - b) The Greatest Showman dance (Lesson 1, Activity 2)
 - c) Their own acts in their groups (Lesson 2, Activity 2)
2. Lesson 3 Activity 4 - The Greatest Moves (add props) (Suggested music: Come Alive)
3. Lesson 5 Activity 2 - 'This is Me' dance- The Greatest Me (Suggested music: This is Me start of track to 2 mins)

Linking Learning: Children to think about everything they have learned over the 6 weeks and how they can include the key elements into their dance:

Dynamics
Relationships
Space

Please note: You could just use the 'This is Greatest Show' music for the whole dance performance.

ACTIVITY 3: The Greatest Me! (Performance)

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. Did you enjoy the performance and if so why?

What elements did you enjoy most? **Relationships, Space and Dynamics**

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

Did you enjoy The Greatest Showman scheme?
How did you **collaborate** with each other to adapt or create your new dance?