

## Learning with the Circus – Learning activities for use with Great British Circus Books and DVDs – Outline Plan 2

### Key Stage 1 & 2 – Music, Art, Communication and Language

Presenting children with varying scenarios associated with music, art and language

Topic	Learning Objective	Activity	Age
Music	<p>Work creatively with sound. Listen to appropriate music and talk about the sounds in relation to loud/quiet, high/low, fast/slow and long/short.</p>	<p>Children need the opportunity to explore, make and respond to music. Choose some appropriate music for the children to listen to. Discuss the music.</p> <ul style="list-style-type: none"> <li>• Is it loud?</li> <li>• Is it fast?</li> <li>• Is it soft/quiet?</li> <li>• Is it slow?</li> <li>• What sort of instruments are being played?</li> <li>• Does the music have a regional or nationalist feel?</li> </ul> <p>Then decide which pieces of music would be appropriate for each act. For example you might choose Country and Western music for the horse act , a strong percussive piece of music for the cage act or comic burlesque music for the clown.</p> <p>When you have chosen your music you can act out what might be happening in the ring while it is playing.</p> <p>NB: This makes a very good group activity., giving opportunity for discussion, building musical knowledge and a chance for role play.</p>	5 - 9

Art & Design	Investigate ways of using drawing, painting and ICT to communicate ideas and feelings stimulated by the circus. Encompassing line, texture, colour, pattern and tone.	<p>The circus is coming to town. Everybody needs to know when the show will start and where the Big Top is to be found. In this activity you can lead the production of an advertising poster. The children will need to</p> <ul style="list-style-type: none"> <li>• Define their message</li> <li>• Know their audience</li> <li>• Plan</li> <li>• Discuss layout</li> <li>• Choose Headings</li> <li>• Select and design Graphics</li> <li>• Compose Text</li> <li>• Select Colours</li> </ul>	5 - 9
Communication & Language	<p>To understand time and sequential relationships in stories, i.e. what happened when?</p> <p>To use their knowledge of sequence and story language when they are retelling stories and predicting events and to sequence events and recount them in appropriate detail.</p>	<p>Tell the story of the circus show! Using the Cut Out Book set scene allow the children to tell the story of the show. They will have to:-</p> <ul style="list-style-type: none"> <li>• Research the acts, both the human and animal elements</li> <li>• Prepare a schedule/running order for the show</li> <li>• Role play the show and tell the story</li> <li>• They can build in music if they wish and any additional information that they have found out during the research phase.</li> <li>• This could be recorded to give a permanent record of the story</li> <li>• This can be group or single work.</li> <li>• Feedback should also be given to the child.</li> </ul>	5 - 9