

KS2: Dance Workshop

Extreme sports

1. Kayaking and rock climbing
2. Wind-surfing and sky-diving

The titles in blue are hyper-linked so that you can navigate with ease to the online page for each session and to the audio downloads for each session.

Credits:

Presenter: Ed Curry
Music by: Barry Gibson
For the BBC: Andrew Barnes

Dance KS2 - Dance Workshop: Extreme sports

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<p>Introduction</p> <p>Aims of the series:</p> <ul style="list-style-type: none"> To support non-specialist teachers who have no previous experience of teaching dance or movement In addition, to support <i>specialist</i> teachers by providing a rich supply of carefully structured movement ideas To give your group a wide and varied exploration of different types of movement To foster creativity so that children can respond through movement to music, poetry, story or their own emotions, using their own ideas To introduce children to a wide diversity of music To encourage co-operation and group work within the class 	<ul style="list-style-type: none"> To develop an aesthetic appreciation of dance as an art form To encourage better co-ordination, control and balance and other movement skills To practise listening, sequencing and movement memory. <p>Dance and the National Curriculum:</p> <p><i>Dance Workshop</i> targets the dance objectives of the Physical Education curriculum at Key Stage 2, which requires pupils to:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance compare their performances with previous ones...
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Downloading the dance sessions:

The dance sessions in this unit can be downloaded at any time from these Notes or from the website. Go to the individual web pages or use these links:



Download session 1



Download session 2

The download files are in mp3 format. They should play from any computer but they can also be transferred to an mp3 player - such as a phone or iPod - and then connected to either your IWB or some other sound system.

Some tips for teachers:

- Get involved! Your enthusiasm and / or participation will make a huge difference to the children's overall effort and response.
- Be familiar with the structure of the dance sessions. Read through these Notes before using them and, if possible, listen to the audio or sections of it before using it with the class.
- Listen carefully for instructions. The audio files include a number of pause points where you are encouraged to pause the playback to either discuss or practise with your group. These pause points are clearly marked in the content grids for each session (beginning with the words 'Pause-point' in bold lettering).
- Take control. Feel free to stop the audio playback as frequently as you'd like to repeat sections, extend ideas or focus on a particular sequence.
- Keep control. Discipline your class as you normally would a PE lesson or hall activity. Encourage real commitment to producing stylish and creative movement by the end of each session.

- Show off - the finished dances as assembly presentations or end of term performances.

Using these Teacher's Notes:

These Teacher's Notes include a detailed content grid for each dance session. The information includes:

Timing - we've adding timings to help you navigate the content. NB: the timings are taken from the download files (ie the ones that begin with the words 'This is a download from the BBC').

Content / Teacher guidance - a description of the dance activities and guidance to the teacher for how best to organise the children

Evaluation - offers a check list of questions intended to help you assess how effectively pupils are engaging

Hall time:

Each dance session lasts about 20 minutes, but you will need considerably more hall time than the actual length of the audio. About 40 minutes should be ideal. Dress as if for PE: bare feet and shorts and T-shirt, or loose layers that can easily be peeled off.

Feedback:

Feedback is vital to the series and is always welcome. Please email us at: schoolradio@bbc.co.uk

Or you can write to us at:

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Downloading these resources

These dance sessions can be downloaded as mp3 files and be shared with your class or group without restriction. Go to the individual pages of these Notes or use these links:



Download session 1



Download session 2




You can also download the content from other platforms, including the iTunes Store.





Click here to download this dance session as an mp3

Download music clips from this dance session:

 **DOWNLOAD** Warm-up 1

 **DOWNLOAD** Kayak paddle and capsize roll

 **DOWNLOAD** Rock climbing

 **DOWNLOAD** Snowboarding

1: Kayaking and rock climbing

Introduction

This unit of two dance sessions includes individual, paired and group sequences inspired by a selection of exciting, challenging and energetic extreme sports. A broad range of music-styles and sound effects support and motivate dancers to explore contrasting movement dynamics - from small, focused and tense climbing moves to free flowing, high energy wind-surfing and snowboarding. Throughout the unit, dancers are given 'movement ingredients' and then encouraged to develop these and add their own ideas to create a dance sequence.

Summary

Warm-up: Big, exaggerated 'front-crawl' swimming actions and high marching steps - on the spot and then travelling.

Sequence 1: Kayaking. Strong paddling actions and smooth capsize rolls - alone and then with a partner.

Sequence 2: Rock climbing. Paired mirroring sequence - climbing sideways, upwards and downwards together. Partners circle round together, palm to palm, with slow, triumphant steps to finish.

Sequence 3: Snowboarding. Dancers move away from their partner, twisting and turning freely through the spaces with quick, light steps.

Performance: Kayaking - Rock climbing - Snowboarding.

Cool down: Slow, controlled stretches.

Timing	Content	Guidance	Evaluation
00:11 Timings from the download file	Warm-up. Front-crawl swimming actions and marching steps - on the spot and then travelling.	Stand in a space with feet shoulder width apart. Swing your body round from the waist as you circle your arms for- ward, one after the other, with big, exaggerated swimming actions. Lift your knees high to march on the spot with the music. Combine these moves - performing 8 swimming actions on the spot, followed by 8 marching steps through the spaces.	Are swimming actions and marching steps performed in time with the music? Can dancers use the music to pre-empt the change from swimming actions to marching steps?
02:55	Sequence 1: Kayaking. <i>Paddling actions.</i>	Sit up straight with legs stretched out along the floor in front of you. Clench fists to hold imaginary kayak paddle out in front (at shoulder height). Tense muscles and twist body round from the waist as you circle your arms, one after the other, to paddle the kayak.	Do dancers use the music and paddle with big, strong, focused movements? The strength for the paddling action should come from core body muscles more than arm muscles.
04:58	<i>Capsize roll.</i>	Decide which direction to roll kayak – left or right. Gradually tip shoulders and upper body over in that direction, use hands to push your body smoothly round, then sit up straight again. Repeat capsize roll in opposite direction.	This sequence should be smooth and controlled.
06:12	<i>Paddling actions and capsize roll - with a partner.</i> Begins with PAUSE-POINT to find partner.	Sit facing a partner, toe to toe, with legs straight out on the floor in front of you. Perform the strong, focused paddling actions, then, the smooth capsize rolls with the music.	Is there a clear contrast between the strong, focused paddling actions and the smooth, controlled capsize rolls?
07:32	Partners create own kayak paddling and capsize roll sequence.	Perform the paddling moves together at the same time (in unison) and/or one after the other (in canon). Partners could perform the capsize roll in opposite directions, then, roll back to face one another again. Vary the speed and size of the movements. Add your own ideas.	Encourage dancers to take plenty of time to discuss, try out, select/reject different ideas. Do partners pre-empt the change in the music to move from the paddling section to the capsize rolls? Can partners work together to create an effective sequence? Select a few strong examples to demonstrate.

Timing	Content	Guidance	Evaluation
09:49	Sequence 2: Rock climbing. Partners practise sideways, upwards and downwards climbing movements together.	Partners face one another, palm to palm, and crouch low. Partners stay palm to palm, mirroring one another's movements to climb sideways, upwards and downwards together. Tense muscles to show effort and strength needed to climb. Remember the two key rules: - Always have three points of contact with the rockface (2 hands + 1 foot or 2 feet + 1 hand) - Use the strength of your legs to push your body up from one climbing position to the next (hands mainly used to cling to the rock and stop body falling backwards).	Do dancers listen carefully and follow the presenter's climbing instructions? Do they keep muscles tensed and maintain strength and focus throughout the sequence? Do partners work together to create an effective mirroring sequence? Can dancers show clear transfers of body weight as they move from one climbing position to another?
12:40	Partners create own rock climbing sequence.	Partners use the sideways, upwards and downwards climbing moves in any order they choose to create their own climbing sequence together. At end of climbing section - partners stay palm to palm and circle round together with small, slow steps.	Do partners co-operate well to create an effective and convincing sequence? Is there a clear contrast between the strong, focused climbing section and the slow, circling steps when they reach the top?
14:32	Sequence 3: Snowboarding	Move away from partner, twisting and turning freely through the spaces with quick, light steps. Look where you're going and don't bump into anyone!	Is there a massive contrast between the contained strength of climbing sequence and the free energy of snowboarding moves?
15:22	Performance: Kayaking - Rock climbing - Snowboarding.	Get back into kayaking starting position - sitting down, facing partner, with legs straight out in front. Perform all 3 sequences with energy and confidence.	Do partners remember the sequences and perform with confidence? Can partners move smoothly from one sequence to the next?
18:57	Cool down: Stretch and relax	Slowly stretch arms up above head, lower them out to the sides, and down towards the floor. Repeat stretches on own with the music, then relax.	Are the stretches slow, smooth and controlled? Dancers should feel calm and relaxed.



Click here to download this dance session as an mp3

Download music clips from this dance session:

 **DOWNLOAD** Warm-up 2

 **DOWNLOAD** Wind-surfing

 **DOWNLOAD** Sky-diving

 **DOWNLOAD** Cool down

2: Wind-surfing and sky-diving

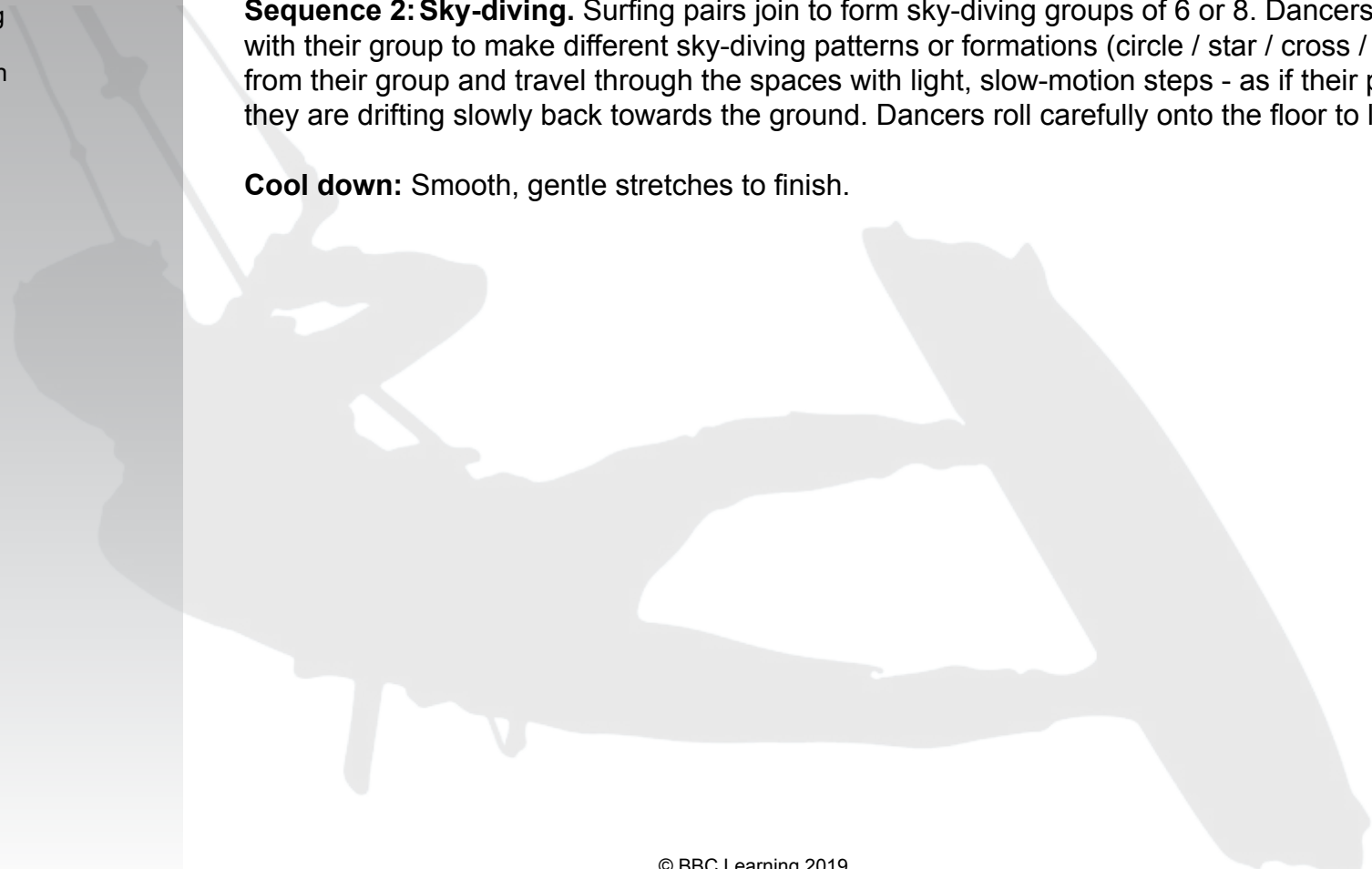
Summary

Warm-up: Marching and jogging to the beat - on the spot and then travelling.

Sequence 1: Wind-surfing. Dragging the surfboard into the water. Paired counter-balance to lift the sail up and out of the water. Paired surfing sequence - holding partner's wrists to tilt and lean this way and that together before jump-turning round to swap places and repeat surfing moves.

Sequence 2: Sky-diving. Surfing pairs join to form sky-diving groups of 6 or 8. Dancers hold wrists or link arms with their group to make different sky-diving patterns or formations (circle / star / cross / line). Dancers break away from their group and travel through the spaces with light, slow-motion steps - as if their parachute has opened and they are drifting slowly back towards the ground. Dancers roll carefully onto the floor to land safely.

Cool down: Smooth, gentle stretches to finish.



Timing	Content	Guidance	Evaluation
00:11 Timings from the download file	Warm-up. Marching and jogging - on the spot and travelling.	Lift knees high and march in time with the music. Jog with light, bouncy steps. Listen to the music and count the beats to move smoothly from marching to jogging step.	Are the steps performed with plenty of energy? Do dancers move in time with the music and use the space well?
02:20	Sequence 1: Wind-surfing. <i>Raising the sail.</i>	Look over shoulder and walk backwards with slow, heavy steps - as if dragging surfboard down the beach and into the sea. Stand with feet shoulder width apart, bend knees to crouch low, tense muscles and straighten legs as you pull the sail up and out of the water. Repeat the sail-raising move with a partner: - Hold onto one another's outstretched wrists - Carefully lean slightly back to counter-balance - Very slowly bend and straighten knees.	Do dancers tense muscles and use facial expressions to show the effort needed to pull the sail out of the water?
05:07	<i>Surfing.</i>	Keep holding partner's wrists - as if holding onto the boom of the sail. Turn with partner to face the direction you are going to surf in. Stay close to partner as you tilt and lean this way and that together, as if balancing on a surfboard as it travels quickly across the water.	Do partners co-operate - tilting and leaning together to create an effective surfing sequence?
06:37	<i>Jump-turns.</i>	Keep holding onto partner's wrists as you jump-turn round to the right to swap places. Bend knees to land safely from the jump-turn.	Jump-turns should be light and springy. Partners should bend knees and use their body to create momentum to give the jump enough energy to swap places.
07:27	<i>Paired wind-surfing moves.</i>	Tilt and lean with partner to surf for a count of 8, then, jump-turn to swap places before repeating the surfing actions together. Collapse down to the floor together - as if falling off the surfboard.	Do partners use the structure of the music to jump-turn and surf with accurate timing? Collapsing action should be sudden but controlled.

Timing	Content	Guidance	Evaluation
08:37	<i>Complete wind-surfing sequence.</i>	<p>Walk backwards as if dragging surfboard down beach and into water.</p> <p>Hold partner's outstretched wrists, lean slightly back to counter- balance, slowly bend and straighten knees to pull sail up and out of the water.</p> <p>Tilt and lean to surf with partner for 8 beats, then, jump-turn to swap places and repeat surfing moves together.</p> <p>Collapse down to the floor - as if falling off surfboard.</p>	<p>Was there a clear contrast between the quality of the strong pulling actions and flexible surfing movements?</p> <p>Do partners co-operate and work together to create an effective surf sequence?</p> <p>Do partners count the beats to perform with accurate timing?</p>
10:41	Sequence 2: Sky-diving. <i>Group formations.</i> Begins with PAUSE-POINT.	<p>Surfing pairs join to form sky-diving groups of 6 or 8.</p> <p>Hold wrists or link arms with the rest of your group to make different sky-diving patterns or formations - eg circle, long line, cross or star.</p> <p>Be ready to break away from your group and travel through the spaces with light, slow-motion steps</p> <p>Imagine your parachute has opened and you are drifting slowly back towards the ground.</p> <p>Carefully roll down onto the floor to land safely.</p>	<p>Do dancers join other pairs nearby to get into groups smoothly and quickly?</p> <p>Is there a clear contrast between the group-formation and parachute-drifting sections of the dance?</p>
13:27	<i>Complete sky-diving sequence.</i>	Group formations - Parachute-drifting - Smooth roll to land	Can dancers link the sections of the dance together for a smooth, effective performance?
15:00	Performance.	<p>Drag surfboard into the water. Partners counter- balance and pull the sail up and out of the water.</p> <p>Partners tilt and lean to surf together for 8, then, jump-turn and repeat the surfing actions.</p> <p>Partners fall off surfboard together.</p> <p>Pairs join to form sky-diving groups of 6 or 8. Each group moves smoothly from one sky-diving formation to another.</p> <p>Dancers break away from their group to drift through the spaces with light, slow-motion steps - as if parachute has opened.</p> <p>Dancers roll carefully onto the floor to land safely.</p>	<p>Do partners remember the different sections of the dance and can they move smoothly from one part to the next?</p> <p>Can dancers perform with strong focus and confidence?</p>

Timing	Content	Guidance	Evaluation
18:24	<p>Cool down: Gentle stretches</p> <p>Begins with PAUSE-POINT for considering improvements.</p>	<p>Sit up straight and stretch your legs out on the floor in front of you.</p> <p>Slowly lower the top half of your body down towards your legs - you should feel a stretch across the back of your knees.</p> <p>Sit up straight again and stretch your legs out into a V shape on the floor in front of you.</p> <p>Slowly lower your body down towards the floor again - you should feel a stretch on the inside of your thighs.</p> <p>Sit up straight again and shake out your legs.</p>	<p>Only lower your body down as far as is comfortable for each stretch.</p> <p>Keep the stretch slow and smooth - don't bounce.</p>