

KS2: Dance Workshop

Theme park rides

- 1. Rollercoasters**
- 2. The Haunted House**



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:

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For the BBC: Andrew Barnes

Dance KS2 - Dance Workshop: Theme park rides

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Introduction

Aims of the series:

- To support non-specialist teachers who have no previous experience of teaching dance or movement
- In addition, to support *specialist* 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

- 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.

Dance and the National Curriculum:

Dance Workshop targets the dance objectives of the Physical Education curriculum at Key Stage 2, which requires pupils to:

- perform dances using a range of movement patterns
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones...

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:



Rollercoaster - twist then jog



Rollercoaster - punching air



Rollercoaster - rainbow arches



Hall of Mirrors

1: Rollercoasters

Introduction

A two-part unit drawing inspiration from a trip to a theme park. The excitement and stomach churning quality of the rollercoaster, the amusement of distorted shapes in the Hall of Mirrors, the fast rotation of The Gravitron and the scary, sinister experience of a walk through a Haunted House.

Summary

Warm-up: Stretch tall as arms reach up above head, then bend knees to crouch low as arms swing forwards and down. Take 8 lively steps to a new space and repeat the arm swinging movement.

Sequence 1 - Rollercoaster. In groups of 4. Create frozen picture of a diving rollercoaster. Add happy punching-the-air actions in unison. Stretching arms and top half of body out, up and over to trace an arch - in canon. Then form follow-the-leader lines; twisting and turning through the spaces, bending knees intermittently to create the dips in the rollercoaster's path. Walking first, then jogging as music gets faster.

Sequence 2 - Hall of mirrors. In pairs. Standing facing each other, taking it in turns to create strange and distorted reflections. Maintaining the distorted shapes and copying each other's movements.

Cool down: Slow, sluggish steps to own space - imagining a very slow moving queue. Lying down to recreate the arm arch movement on the floor. Relaxing with deep, gentle breaths.





Timing	Content	Guidance	Evaluation
00:11 Timings from the download file	Warm-up: Standing on the spot and stretching whole body with arms above the head. Bending knees as arms swing down to finish in crouched position. Springing up to repeat. Adding eight lively steps to the stretch and crouch.	Encourage exaggerated stretches and fast transitions to illustrate the feeling of a rollercoaster.	How well do the children keep time and make smooth changes?
02:33	PAUSE-POINT	Get organised into groups of 4.	
02:35	Sequence 1: Rollercoaster - Part 1 A. Groups of four. Creating a frozen picture of a diving rollercoaster. Groups stand in a follow-the-leader line an arm's length apart. Leader sits, second kneels, third crouches, fourth stands.	Assist with the level of each person's placement in the line.	How well do the children work together in their group?
03:26	B. Adding happy punching-the-air actions: punching twice to the left, twice above the head, twice to the right.	Encourage the children to listen the music to help them perform the movements with accurate timing. The punching actions should be crisp and in unison.	Can they keep time with each other?
05:04	C. Standing in line as above but with a starting position of hands on hips. Stretching arms and top half of body out, up and over to trace an arch. Swinging arms over and down and crouching low. Practising without music together, then one at a time in sequence with music to create the image of a moving rollercoaster.	The children may require some help with the concept. Encourage firmly placed feet, leaning from the waist and swivelling hips. As the person at the front of the line sinks to the floor, the person behind begins their phrase and so on through the line.	How quickly do the children grasp the movement idea? Are their actions smooth and in time with the music? Do they interpret the phrasing themselves or wait for a presenter cue? Do they work together as a group?
07:30	Sequence 1: Rollercoaster - Part 2 Groups of four as above form follow-the-leader lines; holding hips of person in front, 'conga' style. Leader stretches arms in front with palms together to guide movement. Twisting and turning through the paces, bending knees intermittently to create the dips in the rollercoaster's path. Walking first, then jogging as the music gets faster.	Control the 'jogging' element encouraging qualitative twists and turns, not too fast. Encourage use of all the available space.	How well do the children follow the person in front? Do they 'accelerate' with the music and maintain controlled movements?

Timing	Content	Guidance	Evaluation
09:17	Putting all three parts of the rollercoaster dance together.	Choose a different leader to front the line. Encourage the big smiles or nervous glances in response to the rollercoaster ride.	How well do the children remember each of the three sequences? There is not much time between the three sections. Do they think ahead and predict what's coming next?
12:37	Repeat the complete rollercoaster sequence.	Encourage a confident performance with smooth transitions.	When the dance is repeated, can the children add polish to their performance particularly on any change-overs? Are they 'engaged' with the rollercoaster ride?
15:05	PAUSE-POINT	Move into a space with a partner and sit down together.	
15:08	Sequence 2: Hall of Mirrors. Pairs. Standing facing each other, taking it in turns to create strange and distorted reflections. Maintaining the distorted shapes and copying each other's movements.	If the children are unfamiliar with this fairground attraction, it might require further explanation. Use images of bodybuilder shoulders or stick like legs and sucked in faces. Encourage vivid imagination - no shape is too strange! Reiterate 'mirror' concept to achieve accurate copying. Encourage pairs to use the music to help them predict the timing of the movements.	How inventive are the children's shapes? Can they maintain them when the copying movement is added? Do they assess for themselves which shapes work best when movement is required? Do they mimic their partner's actions accurately?
18:05	Cool down. Walking away from their partner to a space with slow, sluggish steps imagining a very slow moving queue. Drooping shoulders, floppy arms. Lying down to recreate the arm arch rollercoaster movement on the floor. Relaxing with deep, gentle breaths.	Generate the low energy quality of the cool down.	The children should feel relaxed and calm.



Click here to download this dance session as an mp3

Download music clips from this dance session:

-  **DOWNLOAD** Haunted House walk
-  **DOWNLOAD** Creature music
-  **DOWNLOAD** Gravitron - arms and leg muscles
-  **DOWNLOAD** Gravitron - accelerating

2: The Haunted House

Summary

Warm-up: As in the previous session - standing on the spot with high stretches and low crouches, then adding eight bouncy steps through the spaces to repeat.

Sequence 1: Gravitron / Rotor - Part 1. Groups of four. Linking arms to make a circle; the round drum shape of the ride. Leaning back slightly but maintaining balance. Walking round the circle with the music, a count of eight to the left, then eight back to the right. Repeating at a jogging pace.

Sequence 1: Gravitron/Rotor - Part 2. Groups of four. Tensing muscles and showing the effort and strength it takes to move against the pulling force of the ride when it's at full speed. Moving an arm above the head or out to the side, raising a leg and putting it down again and illustrating the effort with facial expression. As the ride decelerates, there is a slow sinking to the floor.

Sequence 2: Haunted House - Part 1. Individually, the children choose an inhabitant of the Haunted House - for example a big monster with long claws and sharp teeth, a skeleton with a floppy posture, or something floating with waving arms. Then create the way it moves - freestyle.

Sequence 2: Haunted House - Part 2. Pairs. Walking through the dark house with eyes closed. Feeling the way through the passages with small, nervous steps. Reacting to the scary laughter sound effects by showing shocked faces.

Sequence 3: Rollercoaster. Groups of four in follow the leader lines. This is a repeat performance of the rollercoaster dance from the previous session.

Cool down: Individually in a space. Standing with slow, circling arms which gradually decelerate - like a theme park ride slowing to a stop. Deep, relaxing breaths to finish.

Timing	Content	Guidance	Evaluation
00:11 Timings from the download file	Warm-up As in the previous session. Standing on the spot with high stretches and low crouches, then adding eight bouncy steps through the spaces to repeat.	Encourage exaggerated stretches and fast transitions. The children should perform these familiar moves with energy and confidence.	Encourage exaggerated stretches and fast transitions. The children should perform these familiar moves with energy and confidence. How well do the children keep time and make smooth changes?
01:55	PAUSE-POINT	Get into the same groups of 4 as last time.	
01:58	Sequence 1: Gravitron / Rotor - Part 1. Groups of four. Linking arms to make a circle; the round drum shape of the ride. Leaning back slightly but maintaining balance. Walking round the circle with the music, a count of eight to the left, then eight back to the right. Repeating at a jogging pace.	The Gravitron is a large drum shaped ride which spins round very fast using speed and gravity to stick your body to the surface. You may wish to source an illustration or video clip of the ride in action. Monitor the degree of leaning so that everyone is safely balanced before starting to move.	Does the group move in unison and make clear, accurate changes of direction? Are they able to predict the changes before being reminded by the presenter?
04:06	Putting the slow walk and jogging together.	Encourage the children to listen to the music and count the steps in their head.	How well do the children make the transitions of speed and movement?
05:09	PAUSE-POINT	Sit and rest to listen to the next part of the dance.	
05:10	Gravitron / Rotor - Part 2. Groups of four. Tensing muscles and showing the effort and strength it takes to move against the pulling force of the ride when it's at full speed. Moving an arm above the head or out to the side, raising a leg and putting it down again and illustrating the effort with facial expression.	A brief explanation of speed and gravity may be required - the ride is spinning so fast that the force of gravity sticks the rider's body to the wall. You may wish to divide the class and allow them the opportunity to perform to each other.	Are the children engaged with the Gravitron ride? Do they convey the speed and force? Do they maintain their circle shape throughout?
07:20	Gravitron / Rotor - Part 3. As the ride decelerates, there is a slow sinking to the floor.	Ensure that each member of the group is standing with legs apart and leaning safely before slow, bending knees sink them to the floor.	
08:12	The presenter reminds the children of the different parts of the Gravitron / Rotor dance.	Ensure the children listen carefully to the presenter's description of the different components.	Can the children describe the complete dance to each other?

Timing	Content	Guidance	Evaluation
09:01	Performing the complete Gravitron / Rotor dance.	Encourage the children to work together, think ahead and perform with confidence.	Are they interpreting the mood of the three different music tracks used in the sequence?
11:36	Sequence 2: Haunted House - Part 1. Individually, the children choose an inhabitant of the Haunted House - for example a big monster with long claws and sharp teeth, a skeleton with a floppy posture, or something floating with waving arms. Then create the way it moves - freestyle.	Stress that this is unprescribed movement and that it's all about a vivid imagination. You may wish to highlight the famous music (Bach's 'Toccatina and Fugue') on which our 'Creature music' is based. It is often used to create a sense of horror.	Do the children create something as outlined by the presenter or are they able to think of something original? Can they maintain the shape and appearance of their spooky inhabitant when moving?
13:21	Haunted House - Part 2. Pairs. Walking through the dark house with eyes closed. Feeling the way through the passages with small, nervous steps. Reacting to the scary music by showing shocked faces.	Generate a sense of spooky fun. Keep the movements controlled.	How do the children react to the sound effects provided? Are their movements dramatic and exaggerated?
15:29	PAUSE-POINT	Get into follow-the-leader lines of 4 from last time.	
15:36	Sequence 3: Rollercoaster. Groups of four in follow the leader lines. This is a repeat performance of the rollercoaster dance from the previous session.	The presenter reminder is concise so you may wish to elaborate. Remind them of the opening positions, the direction of the air-punches, the swivelling hip movement, and the two speeds (walking then jogging) as the rollercoaster dips and peaks through the spaces.	How much can the children remember from the last session? Do they perform with extra confidence and anticipate the different sequences better? Do they dance in unison and 'follow the leader' one after the other, with sharp, accurate timing?
18:05	Cool down. Individually in a space. Standing with slow, circling arms which gradually decelerate - like a theme park ride slowing to a stop. Deep, relaxing breaths to finish.	Encourage the children to tense their arm muscles and control the gradual slowing down of the circling movement. Breathe slowly and deeply in through the nose and out through the mouth.	The children should feel cool, calm and ready to return to the classroom.