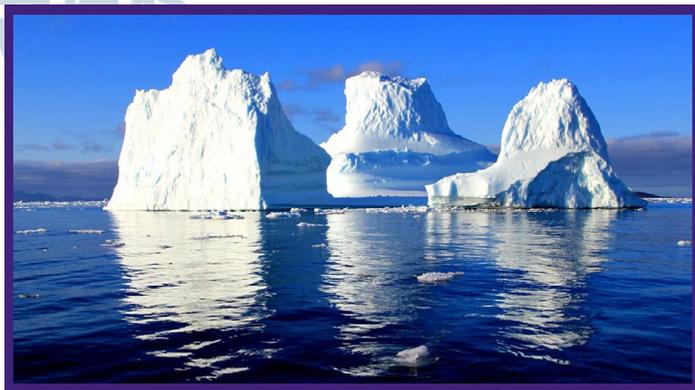


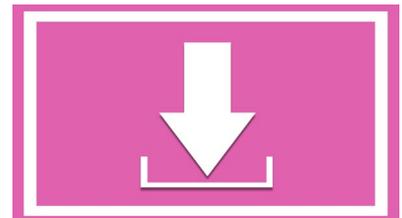


Dance KS1: Time to Move

Antarctica



Look for the download icon on each of the webpages or in these Notes to download an mp3 of each dance session



Teaching points

Some tips to help you get the best out of these dance sessions:

- always encourage careful listening
- reinforce the importance of safety - eg awareness of others to avoid collisions, spacing, sensible landings (with the whole foot, flexing as it comes down and knees bending)
- help the children to observe each other's movement in a positive light and to learn from their observations
- give the children a sense of your own enthusiasm.

Time to Move and the National Curriculum

Dance makes a distinctive contribution to the education of all pupils, in that it uses the most fundamental mode of human expression - movement. Through its use of non-verbal communication, pupils are able to participate in a way that differs from any other area of learning. It provides aesthetic and cultural education, opportunities for personal expression, and it also introduces students to a wealth of traditional, social and theatrical forms. In a broad and balanced curriculum, this important area of human experience should not be neglected.

(Dance in the School Curriculum, a paper by the National Dance Teachers' Association and others, now One Dance UK)

1: The coldest place on Earth

Go to webpage



2: Icebergs and Emperors

Go to webpage



3: Penguin parents

Go to webpage



Using Time to Move

Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

Use the best equipment that the school has to offer for playback. Check that the speakers are facing the children to ensure the best possible listening environment.

Make sure the children dance in gym shoes or bare feet. Bare feet give a good sense of contact with the floor, if your floor is safe. The children should be in PE kit to allow easy movement and to ensure that they do not become too hot.

Encourage the children to listen carefully right from the start - not just to the presenter but also to the music.



Dance is acknowledged as a vital ingredient of a child's education in the National Curriculum.

The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum.

There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context.

The children should be taught to:

- develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- perform movements or patterns, including some from existing dance traditions
- explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Using these Teacher's Notes

These Teacher's Notes include a detailed content grid for each programme. The content grids include the following information:

- **Lesson content.** This is the description of the movement sequence.
- **Teacher guidance.** This is intended to offer advice on how to get the class to get the best out of the content.
- **Evaluation.** This is usually a series of questions indicating what to look for to assess the level of the children's contribution.

Downloads

These dance sessions can be downloaded either from these Notes - look for the pink download icons - or from the individual web pages of the BBC Teach website.

Contact us

You can contact us at: teach.bbc@bbc.co.uk

Antarctica

Introduction

An adventure to the bottom of the world - a land of icebergs and mountains, snow and ice!

Session 1. After twisting and turning in snowflake-shapes, the children stride and leap through deep snow, and forge their way through a blizzard. Smooth, cross-country skiing requires good left-right co-ordination, then co-operation when skiing in a line.

Session 2. Iceberg shapes are created with tall, stretching-up actions, then with smooth, wide-spreading 'melting' shapes. Slow, graceful floating and bobbing in the sea leads to streamlined curving and twisting, for underwater swimming like seals. By contrast, 'Emperor Penguins' need straight backs and movements for swaying, leaning, scurrying, waddling and sliding, following each other in lines.

Session 3. The penguins return in the final session, 'greeting' each other in pairs, then rolling an egg to their partner. A penguin colony shuffles slowly, to keep warm from a blizzard in three circles. Then, as light relief, a penguin chick takes comical, slippery-slidy first steps. This final session includes a performance of an extended penguin dance sequence.

1: The coldest place on Earth



Click to download this dance session as an mp3 file

Lesson summary:

After twisting and turning in snowflake shapes, the children stride and leap through deep snow, and forge their way through a blizzard. Smooth, cross-country skiing requires good left-right co-ordination, then co-operation when skiing in a line.

Movement focus:

Body: Stretching and relaxing; pushing arms out to sides; swirling hands and arms; twisting and turning, slow, gentle steps; striding and leaping; toe-pointing; smooth sliding.

Dynamics: Jagged and spiky; responding to imaginary 'wind'; springy striding; moving forwards and sideways; moving in time together.

Action: Negotiating obstacles.

Space: Devising unusual shapes in limited space; holding arms out for balance; exploring levels (high, medium and low).

Relationships: Twisting and turning together; pairs in snowflake-shapes; joining pairs together; in two halves, appraising each others' dances and movements.



Session 1 structure: The coldest place on Earth

Content	Guidance	Evaluation
Introduction to Antarctica - layers of cold, deep snow in a 'blanket' of ice. Warm-up: making body into snowflake shapes.	Make hands and arms jagged and spiky, stretch UP, hold and relax. Repeat, while pushing arms OUT to sides. Repeat using feet and legs too, as part of the shape.	The children's snowflake-shapes can be very unusual - are they thinking creatively?
Float and drift gracefully as a gently moving snowflake, with twists and turns. Join with a partner, to make a bigger snowflake (linking without stopping, eg by arm, hand or finger).	Swirl hands and arms as if blown by a cold Antarctic wind. Take slow, gentle steps and sink gently to the ground as the snowflake settles.	Are they keeping their spiky snowflake shape while moving? Are pairs turning and twisting together?
Travelling through thick snow and ice. Walking with a partner, using striding and leaping actions.	Bring knees up to chest, push leg out and down (lifting knees and pointing toes), then spring up the other leg.	Are they holding arms out, to help balance?
In own space, walk as if in a blizzard, through swirling clouds of snow.	Bend forwards with one hand in front of face, leading with shoulder. Then push body forwards and sideways into the wind.	Can they really show the 'effort' to stay standing? Are they holding up their hand?
Cross-country skiing: use imaginary skis and poles for smooth sliding, moving rhythmically.	Right arm and right leg move together, then left arm and left leg. Each arm pushes forward as if 'punching', while the same-side leg 'slides'. Pause to practise if needed.	Can they use the 'crunch' in the music (ski-on-ice) to change from right to left, and so on? Have they got a steady rhythm going?
Create an Antarctic sequence with: Linking bodies in pairs, like twisting, turning snowflakes. Joining with another pair, as a bigger snowflake, moving through the spaces. In a group line, stepping through the snow in time together, side by side. In the same line, travelling through a blizzard. Skiing in a line, one in front of another.	Snowflake-shapes should be jagged and pointy. Use pointy-toes and springy heels for snow-stepping. For the 'blizzard', explore different levels within your group, eg stretching high and crouching low. The person at the front of the line should set the skiing rhythm.	Is the stepping in time? Are they putting hands to their faces and leading with the shoulder for the blizzard?
Music sequence for above actions, then: Divide class into two halves - some can show their dances while others watch, then swap over.	You can pause to replay the music.	Is everyone keeping time with their group?
Cool down - relaxing arm and leg muscles to drain energy from the body.	Take deep breaths and think about the white world of snow and ice.	Can the children suggest some Antarctic creatures to find out about for next time?



2: Icebergs and Emperors



*Click to download this
dance session as an
mp3 file*

Lesson summary:

Iceberg-shapes are created with tall, stretching-up actions, then with smooth, wide-spreading 'melting' shapes. Slow, graceful floating and bobbing in the sea (in groups) leads to streamlined curving and twisting, for underwater swimming like seals. By contrast, 'Emperor Penguins' need straight backs and movements for swaying, leaning, scurrying, waddling and sliding, following each other in lines.

Movement focus:

Action: Stretching tall; spreading arms and legs wide; 'bobbing' up and down; leading the body with the hands; curving and twisting of body; swaying, shuffling and waddling.

Dynamics: Contrasting smooth with rough/jagged; responding to music changes; varying levels; releasing tension.

Space: Floating gracefully through spaces; moving in all directions; twisting pathways; following each other in lines; tilting bodies, keeping close behind other dancers.

Relationships: Using whole body; 'steering' a small group; single-file follow-the-leader (scurrying and sliding).

Session 2 structure: Icebergs and Emperors

Content	Guidance	Evaluation
Warm-up. Stretching tall, like icebergs, then 'melting', with arms and legs spread wide.	Try making these shapes: Icebergs with jagged, rough edges. Then ones that are smooth and rounded.	Are legs part of the iceberg shapes?
Move slowly and gracefully through the spaces, as if an iceberg floating through the sea.	Nod heads slowly up and down, while travelling and bending knees (like an iceberg 'bobbing' up and down). At a 'cracking' sound, change iceberg-shapes, as if a chunk has 'broken off'.	Is there a good contrast between the 'smooth' and 'jagged' icebergs?
In groups of 4-5. Number each person and stand in a small circle facing inwards, arms around waists, like one big iceberg. Bob up and down with bendy knees, moving in all directions. At the first 'crack' in the music, number 1 breaks off and floats away, then at second crack, number 2...and so on.	Move in all directions, so that each person has a turn at floating backwards. By the end of the music, the whole space will be like the sea, dotted with floating icebergs.	When moving as a group, can they 'steer' each other through the spaces? When solo icebergs, are the shapes different and interesting (eg on different levels - high / medium / low)?
In own group: Swimming underwater like a seal. Stretch arms out in front and bring palms of hands together in a pointed shape. On second attempt, follow hands up to the surface to take a big 'breath', then sink low.	Hands lead the movement in smooth, curvy, twisting pathways, following with smooth, running steps.	Are their seal-shapes really 'streamlined'? Are the actions graceful and continuous?
Stand tall and proud like an 'Emperor Penguin': put arms by side and turn hands away from body, like 'flippers'. 'Walk' with straight legs, in a walking 'shuffle'.	'Stand' with back straight and head held high. 'Walk' with tense leg muscles and body swaying one way, then the other.	Are back, arms and legs really straight?
Penguin-sliding down the icy slopes, tilting body side-to-side. Pause-point to get into groups of 4-5, in single-file.	Lean body over like a penguin 'bow', and use quick, pitter-patter feet, to scurry through the spaces.	Are their penguin movements 'realistic' (eg based on their experience of penguins in zoos/TV etc)?
Performing penguinshuffle and penguinslide as a line of birds, following each other.	Keep penguin shape constantly, with all parts of body straight and tense.	Are hands turning out, like flippers and feet close to the ground?
As a line of birds, shuffle slowly, swaying side-to-side, and sliding quickly, with tilting body. Then divide the class into two straight lines, with a leader each, to shuffle and slide again, in response to the music changes.	Keep close behind the person in front and don't lose your penguin shape.	Is everyone ready to change actions to suit the music?
Cool down Lie down on the floor, to let whole body flop and relax.	Take deep breaths and listen to the sounds of a penguin colony.	After stiff shapes earlier, can the children now feel the tension releasing?



3: Penguin parents



*Click to download this
dance session as an
mp3 file*

Lesson summary:

The penguins return, 'greeting' each other in pairs, then rolling an egg to their partner. A penguin 'colony' shuffles slowly, to keep warm from a blizzard, in three circles. Then, as light relief, a penguin chick takes comical, slippy-slidy first steps. This final session includes performance of an extended penguin dance sequence.

Movement focus:

Action: Stretching UP and melting DOWN; tiptoeing and rocking back on heels; building a dance sequence.

Dynamics: Contrasting 'spiky' with 'smooth'; contrasting fast/comical with calm/relaxed; clear, distinct movements.

Space: Whole class in interweaving circles; devising own choreography within a space.

Relationships: Responding to partner ('bowing' and 'looking away'); co-operating (egg-rolling); slow, careful teamwork, circle formations.

Session 3 structure: Penguin parents

Content	Guidance	Evaluation
Warm-up. Stretch UP, to freeze (jagged and spiky). Then sink DOWN, (to melt into a shape of own choice (smooth and rounded).	Be ready to hold each position.	Als there good contrast between the 'spiky' freeze-shapes and the 'smooth' melt-shapes?
Repeat penguin movements from last time - shuffling, swaying, leaning over to scurry, and tilting body to slide down slopes.	Turn hands away from body, like penguin-flippers.	Is back straight and head held high?
In pairs, face to face and a few steps apart, alternate 'bowing' to partner, with 'looking away'.	Keep the moves clear and distinct.	When 'looking away', can they turn their head round 'over the shoulder'?
In pairs (as Penguin A and Penguin B): Stand close, with feet almost touching. A stands on tiptoe, to 'roll' a penguin-egg onto the feet of B. B rocks back on heels, to 'catch' the egg in its 'feathers'.	Co-operate together to 'roll' and 'receive' the egg (so that it keeps warm and doesn't freeze!). Keep the penguin-shapes at all times.	Are they using slow, careful teamwork?
Organise the class into three circles (small, medium and large) around each other. Everyone faces into the centre, like a penguin colony experiencing a blizzard. Shuffle slowly, with heads resting on chests.	Teacher to indicate which direction the group moves. Listen out for two music changes. At the first change, the outside circle swaps places with the mid-circle. At the second change the mid-circle swaps places with the inside circle.	The first attempt may be a bit chaotic!
Actions as above to music and instructions, then practise several times with just music.	Always keep the penguin shape.	Are the changes smooth?
Explanation of penguin dance-sequence: Penguin 'greeting' (bowing and looking away) / Egg rolling / Shuffling into wholeclass circles, for huddling from the blizzard.	For the egg-rolling, remember that A goes up on tiptoe and B rocks back onto heels. Be prepared for the changes of activity.	Is the egg-rolling slow and careful (no breakages!)? Is everyone listening out for the music changes?
Actions as above, to music with instructions.	The sequence is: Greetings / Egg-rolling / Shuffling in circles.	Is everyone keeping a 'proud' Emperor Penguin shape?
In own space, imagine being a penguin chick, taking first slippy-slidy steps.	Try 'hatching', sitting on parents' feet, nestling into feathers, then trying to stay upright on slippery ice, WITHOUT falling over!	Is everyone having fun as they slip and slide?
Lie down in a space. Take deep breaths and remember parts of your Antarctic Adventure.	Remember: Travelling across ice and snow / Floating on the sea / Swimming like seals / Exploring the world of the Emperor Penguin.	Is everyone calm and relaxed?