

# Dance KS1: Time to Move

## Fruit and veg



### 1: Growing

*Go to webpage*



### 2: Healthy harvest

*Go to webpage*



### 3: Fruit and veg of the world

*Go to webpage*



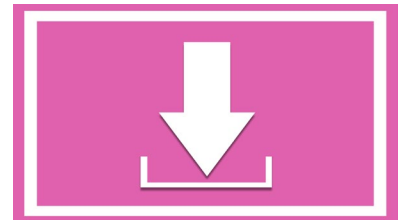
*Time to Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

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)*



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](mailto:teach.bbc@bbc.co.uk)

# Fruit and veg

## Introduction

This unit includes music based on traditional and well-known tunes from around the world.

It offers an exciting exploration in movement of our food:

- how it grows
- how it reaches us, moving between the vegetable patch, the orchard, the market and supermarket, the kitchen, the table
- how it is grown and comes to us from all parts of the world

The children plant and grow vegetables, pick strawberries, apples, pears and tropical fruit, make delicious soup, buy and sell food at the market, get fit and healthy with five-a-day, and have a picnic among the parsley and sage.

The unit will help to motivate your other classroom and practical work based on growing things - discovering how food gets distributed, the science of food, the human body and health awareness - in an enjoyable way.

The unit will also be a useful stimulus for everyone in the class to think about sharing food, environmental questions, and about how our actions and choices now might improve things in the future.



# 1. Growing



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dance session as an  
mp3 file*

## Lesson summary:

The session begins at the vegetable patch with digging, planting and growing actions and a fun display of weird and wonderful plant shapes. We then move to the ancient Andes in South America, to sway like maize and weave an 'amazing maze' of puzzle patterns. A famous Italian tune is the accompaniment for some fruit picking and fruit juggling in pairs, before relaxing with a picnic hamper in the herb garden, among the parsley, sage, rosemary and thyme.

## Movement focus:

**Action:** Digging-actions, leaning, stretching, spinning, kneeling.

**Dynamics:** 'Small' and 'large' gestures, with hands, limbs and whole body. Stepping in time to music.

**Space:** Floor pathways. Changing direction. Long, pointy, round and twisty shapes. Spirals.

**Relationships:** Co-operating in pairs. Group circle movements. Following a leader.

## Session 1 structure: Growing

Content	Guidance	Evaluation
<b>Warm up:</b> Digging, planting, growing. Individually at first, then in pairs. <b>Music: Savez vous planter les choux? (French traditional), and Oats and beans and barley grow (English traditional)</b>	Help each other through the whole plant-cycle through the year: - Digging-actions with a spade to turn the soil and add compost - Leaning down to sow the seeds in the earth - Watering the plants with watering-can actions (moving around the room) Spreading arms up and out in sunbeam patterns, as the Sun shines down. Then spin on the spot.	Are the warming up actions vigorous, energetic and fun?
<b>Vegetable shapes and sizes</b> Individually (spread around the space): <b>Music: Kalinka (Russian traditional)</b>	- Lying on the floor, like root vegetables (carrots, turnips, parsnips) under the earth. - Try holding different long, pointy, curly, round and twisty shapes, changing at the signals in the music. - Start by kneeling in a tight, round-shape (like potatoes), then hands move upwards towards the light and open out like plant leaves. - Stand up (like a bean-plant, gradually rising), hands spiral around each other like tendrils; then each become a 'runnerbean' on tiptoe (long and thin), jogging on the spot, then dashing and darting through the spaces.	Are the vegetable shapes weird and wonderful?



<p><b>Amazing maize</b> In groups of about 4-6 (with a leader in each group) <b>Music: Harvest dance (Andean traditional)</b></p>	<ul style="list-style-type: none"> <li>- Stand upright in a small group circle, lifting your arms high, to catch the sunlight (like a field of maize-plants, or sweetcorn).</li> <li>- Join hands and sway, as a gentle wind blows, sending arm-movements like a 'mexican-wave' around the circle.</li> <li>- Each leader lets go with their right hand, and leads a pathway for all in their group to follow (still holding hands but at waistheight). Weave around the spaces in between other groups, everyone stepping in time with the beat.</li> <li>- Try changing direction, turning corners and moving along zigzags and other unusual pathways, so that the whole class creates an 'amazing maze' of puzzle patterns.</li> </ul>	<p>Are the maze steps small and gentle, and in time with the music?</p>
<p><b>Fruit picking</b> In pairs (one to be the plants, the other to be the picker; then swap over) <b>Music: Dance of the hours (from La Gioconda) by Amilcare Ponchielli</b></p>	<ul style="list-style-type: none"> <li>- Kneel down to pick strawberries (with fingertips) from small plants close to the ground.</li> <li>- Stand up to pick raspberries and blackcurrants from a fruit-bush.</li> <li>- Reach up on tiptoe, to pick apples and pears from a fruit-tree.</li> <li>- Both 'juggle' the different fruits in the air.</li> </ul>	<p>Are pairs co-operating together effectively?</p>
<p><b>Cool down: Picnic in the herb garden</b> In pairs <b>Music: Scarborough fair (English traditional)</b></p>	<ul style="list-style-type: none"> <li>- Walk through the spaces, enjoying the sights, sounds and beautiful smells in the herb-garden.</li> <li>- Find a space to lay out a picnic hamper, sit cross-legged and prepare some fruit and veg together (peeling, chopping, squeezing etc).</li> <li>- Then share your food (munching, sipping silently etc) and lay back to relax in the early evening sun.</li> </ul>	<p>Is everyone relaxed and refreshed, ready to return to the classroom?</p>



## 2. Healthy harvest



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

### Lesson summary:

We begin with fruit picking actions from the last session, then change levels for vegetable picking and to juggle imaginary fruit and veg - try not to drop them! A famous Russian tune makes an energetic accompaniment for preparing and cooking borscht soup, getting faster and faster. To a lively early English tune, the children practise a healthy eating routine - focusing on teeth, brain, heart, power walking, jogging, stretching and the whole body. We then travel to India and Bangladesh, for a class circle harvest dance, including rain sprinkling, food gathering, spinning and hopping in and out. The journey ends in the herb garden again, among the parsley, sage, rosemary and basil, making salads and fruit-salads galore.

### Movement focus:

**Action:** Stretches, twists, wiggles, turns, bouncing and hopping. Chopping, slicing and pouring actions.

**Dynamics:** Dramatic gestures. Changing speeds.

**Space:** Varying levels (low, medium and high). Clockwise movement in a circle.

**Relationships:** Self-awareness of parts of the body. Group co-operation. Moving freely within a group circle.

## Session 2 structure: Healthy harvest

Content	Guidance	Evaluation
<b>Warm up</b> Jump up, turn around Individually, then in pairs <b>Music: Pick a bale of cotton (North American traditional)</b>	<ul style="list-style-type: none"> <li>- Perform some fruit-picking actions from last time, to a new rhythm: picking strawberries (low); raspberries and blackcurrants (waist-height); or apples and pears (reaching up high), changing fruit to instructions.</li> <li>- In pairs, perform vegetable-picking actions: carrots (low down), courgettes (knee-high), broccoli (shoulder-high), or runner-beans (reaching high up, on tiptoe). Change vegetables and levels (in the same way), and adding some twists, wiggles and turns.</li> <li>- End with some fruit'n'veg juggling actions together - try not to drop them!</li> </ul>	Are the children exploring levels (low, medium and high)?





<p><b>Borscht soup</b> In groups of about six. <b>Music: Kalinka (Russian traditional)</b> • N.B. This repeats and gets slightly faster for handchopping (In the veg garden) • It then becomes a bit slower and very steady, (for In the kitchen) • The chorus music then gets faster and faster! (Boiling in the pot)</p>	<p><b>In the veg garden</b> Stand in a small circle and dig up three beetroots, one onion, a carrot, a leek and two potatoes...change to hand chopping actions, in time, to cut a cabbage, a stick of celery and some dill (the last from the herb garden). <b>In the kitchen</b> Still in a mini circle, chop up all your vegetables carefully, slicing and dicing, then reach out for a big pan and a big spoon, then get ready some other ingredients (stock, vinegar, butter, salt and pepper, sour cream), pouring and shaking as you go. <b>Boiling in the pot</b> Each become a different vegetable (beetroot or carrot or cabbage or leek or onion etc) and move freely within your group-circle-space (as if you're all inside the pan), turning, whirling, bubbling, twisting, turning round and round, while clapping in time with the accelerating music (sometimes high-fiving if you like). At the music's dramatic end, all kneel on the floor and wave both hands in the air (cossack style). The soup is ready!</p>	<p>Can everyone keep in time with the music, starting slowly, then getting faster and faster?</p>
<p><b>Fit and healthy harvest</b> In pairs <b>Music: Harvest home (from King Arthur) by Henry Purcell</b></p>	<p>With your partner, practise a routine showing how eating good food (eg 'Five a day') helps to keep our bodies and minds fit and healthy: - chomping vegetables (teeth - 8 counts) - nodding head side-to-side (brain food - 8 counts) - patting hand on chest (healthy heart - 8 counts) - tapping fingers on wrist (checking pulse - 8 counts) - power walking to a new position (8 counts) - jogging on the spot (8 counts) - stretching arm and leg muscles (8 counts) - star-jumps (8 counts) If time, you can pause the programme and repeat the music, for pairs to work out ways to make this into a partner-dance by adding some fun claps, clicks, stamps, turns, twists and wiggles. Some pairs could show their choreography to the whole class.</p>	<p>Is everyone ready to switch quickly from one activity to the next?</p>
<p><b>Bangla harvest dance</b> In a class circle <b>Music: Harvest dance (Bengali traditional)</b></p>	<p>Hold hands in a circle, then: - walk left (clockwise) slowly, for 8 beats - stay still to bounce knees and point up to the sun - repeat 8 steps left - stay still to weed the ground in time - walk 8 steps left again - let go and spin on the spot. At a faster speed, hold hands again, then: - walk 8 steps left - on the spot, hands 'sprinkle' rain - walk left for 8 - gather fruit and veg, low and high - walk left for 8 - hop in and out the circle.</p>	<p>Is the circle stepping in time together, without rushing?</p>
<p><b>Cool down:</b> Salads galore <b>Music: Scarborough fair (English traditional)</b></p>	<p>- Walk on your own through the spaces, enjoying the sights, sounds and beautiful smells in the herb-garden (like last time). - Get into groups and find a kitchen-space to prepare some fruit'n'veg together (peeling, chopping, squeezing etc), to make delicious salads and fruit-salads. Then share your food and enjoy!</p>	<p>Are groups showing actions for sharing their food together?</p>



# 3: Fruit and veg of the world



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

## Lesson summary:

The children begin by picking imaginary tropical fruits from hot countries and showing 'snapshots' of their weird and wonderful shapes. At a Caribbean banana plantation they collect the fruit and shelter from a tropical storm.

An African tune accompanies a food journey in pairs: by bicycle, boat, ship, plane and truck. Then groups perform short scenes at a market and supermarket, in varied roles. A class circle dance brings actions from all parts of the world together - planting, growing up, picking, digging up, chopping, cooking and building healthy bodies! Finally, pairs share a picnic, while thinking about food choices for the future.

## Movement focus:

**Action:** Varied travelling-actions.

**Dynamics:** Responding to music-signals. Changing speeds.

**Space:** Varied shapes and pathways.

**Relationships:** Co-operating in pairs. Allocating roles within groups. Dancing in a class circle.

## Session 3 structure: Fruit and veg of the world

Content	Guidance	Evaluation
<b>Warm up: All shapes and sizes - tropical fruits</b> Individually <b>Music: Pick a bale of cotton (North American traditional)</b>	<ul style="list-style-type: none"> <li>- Think of some fruit from hot countries (eg melons, mangos, kiwi fruit, oranges, lemons, bananas, passion fruits, papayas, prickly pears, grapes and pineapples).</li> <li>- Perform quick 'snapshots' of some different round, long, pointy, curly, twisty, spiky and bendy shapes.</li> </ul>	Is everyone ready to change 'snapshots' at the signals in the music?
<b>Banana dance</b> In groups of 4-6 <b>Music: Banana boat song (Caribbean traditional)</b>	<ul style="list-style-type: none"> <li>- Imagine you're working in a banana plantation.</li> <li>- Two dancers will be the banana trees, their huge leaves swaying in the sun, while the others reach up to collect the fruit and pass it to each other, to make into big bundles and load into boats.</li> <li>- At the sound of a tropical storm, the pickers huddle under the trees for shelter, until the sun comes out, for picking again.</li> </ul>	Is there a good contrast between the laid-back swaying and the energetic working together?



<b>Fruit on a journey</b> In twos or threes <b>Music: Chum chum pah</b> <b>(Traditional Tanzanian)</b>	With your partner/s, perform movements for the journey taken by a bundle of bananas: - carrying them on the back of some wobbly bicycles - rowing in a small boat, from island to island - loading boxes as cargo, then choose to travel either by big ship (riding up and down the waves) or flying high by plane - driving in a big truck (follow-my-leader, one behind the other), following wiggly pathways, then coming to a stop.	Are some of the actions synchronised to the beats in the music?
<b>Market and super-market</b> In small groups <b>Music A: Dance of the hours (from La Gioconda) by Amilcare Ponchielli</b> <b>Music B: Harvest home (from King Arthur) by Henry Purcell</b>	In your groups, perform: A - a street-scene at a busy market, with shoppers looking at and comparing the fruit'n'veg on the stalls, and with market-traders calling out their wares, weighing things, and putting them in bags and baskets. Remember to mime actions for some (silent) conversations, pointing, exchanging money and so on. Remember to mime actions for some (silent) conversations, pointing, exchanging money and so on. B - a supermarket scene in which shoppers push wobbly trolleys and lift fruit'n'veg from the shelves, then queue up to pay at the till...and smile!	Are the actions performed 'in role'?
<b>Circle dance - Fruit and veg</b> In a class circle <b>Music: Harvest dance (Bengali traditional)</b>	A busy circle-dance, where the presenter takes the children through a sequence of fruit'n'veg actions from all three programmes, with music and food from all parts of the world! In between 8-beat circle-stepping, the actions are: - planting - growing upwards - picking fruit - digging up vegetables - chopping and cooking - building healthy bodies	Are the children aware of parts of the world where growing and distributing food is not so easy (eg where there is hunger)?
<b>Cool down: Picnic in the herb garden</b> In pairs <b>Music: Scarborough fair (English traditional)</b>	- Walk through the spaces, enjoying the sights, sounds and beautiful smells in the herb-garden. - Find a space to lay out a picnic hamper, sit cross-legged and prepare some fruit'n'veg together (peeling, chopping, squeezing etc), then share your food (munching, sipping silently etc). - Lay back to relax and reflect about food-questions in the early evening sun.	Back in the classroom, can groups suggest ways that our future actions might change things for the better?





## Details of the music used in the extended music resource

Once you have completed the unit of dance sessions you can use the extended music resource to practise the dances without Diane's instructions and to build longer sequences - perhaps in order to put on a performance.



*Click to download the extended music sequence for Fruit and veg*

<b>Item 1</b>	<b>Kalinka</b>	See Session 1 (Vegetable shapes and sizes) and Session 2 (Borscht Soup)
<b>Item 2</b>	<b>Dance of the hours (from <i>La Gioconda</i>)</b>	See Session 1 (Fruit picking)
<b>Item 3</b>	<b>Harvest home</b>	See Session 2 (Fit and healthy harvest)
<b>Item 4</b>	<b>Bengali Harvest dance</b>	See Session 2 (Bangla circle dance) and Session 3 (Fruit and veg of the world circle dance)