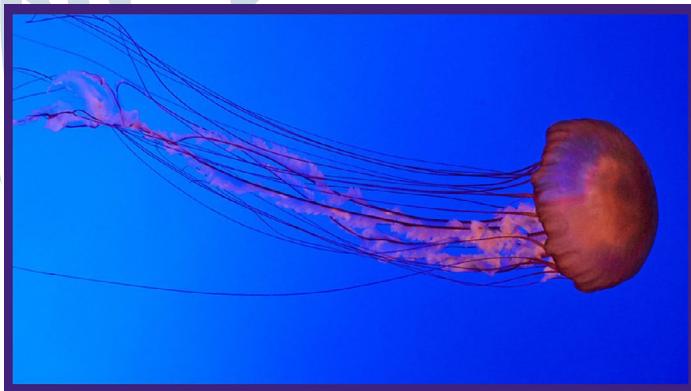


Dance KS1: Time to Move

Oceans



1: Ocean motion

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2: Ocean life

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3: Ocean fun

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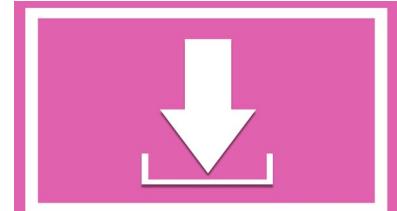
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

Feedback

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

Oceans

Introduction

Oceans is a unit of three sessions which engages the children with the seaside environment. Each session provides a contrasting context whilst building learning developmentally. In the first session, 'Ocean motion', we use our senses and imagination to comb the beach and feel the power of the waves in our bodies. 'Ocean life' transports us beneath the waves to discover the awesome world of sea animals and finally 'Ocean fun' is an exciting exploration of surfing culture and sport.

1: Ocean motion



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dance session as an
mp3 file*

Lesson summary:

This first session draws on the children's knowledge of the sea and seashore. It engages them with activities that encourage them to smell, listen, see and feel. This includes collecting shells and exploring the contrasting shapes with their own bodies. They explore the sea's strength, from gentle ripples to stronger waves and the ebb and flow of the tide on the beach.

Warm-up: Sense the sea

Sense the sea by smelling the salty breeze, listening to the sound of the seagulls and feeling the sway of the water.

Pebbles and shells

Walking on the beach and then making strong shapes on different levels to show the shells.

Ripple and sparkle

Rising and falling of hands, arms and legs; lying down, beginning on a low level.

Waves

Rising and falling of the whole body, moving from low to high and using a stronger dynamic as the waves swell and break.

Ebb and flow

Rising and falling whilst travelling, running forwards and walking backwards using contrasts of gentle and strong. Children work in 5 groups.

Cool down: Sense the sea

Repeat of the opening sequence whilst reflecting on the strength and gentleness of the sea.

Movement focus:

Body: Hand, arm and leg actions followed by whole-body movement.

Action: Rising and falling on the spot and travelling.

Dynamics: Contrasts of gentle and strong.

Space: Shape, levels and direction.

Relationships: Individual and group.

Session 1 structure: Ocean motion

Content	Guidance	Evaluation
Warm up: Sense the sea	Encourage the children to engage their senses and imagination to really transport themselves to a new place.	Are the children using the warm up activities to engage their minds as well as their bodies?
Pebbles and shells	Encourage the children to 'act' well, really looking at and touching each object carefully. Encourage the children to make clear contrasts between the objects - round, thin, wide, twisty. Point out strong shapes and good use of levels.	Can the children really visualise each object they find? Are they showing it in their focus and facial expression? Are the children expressing each shape with strength and clarity? Are they using high and low?
Ripple and sparkle	Value gentle, controlled rising and falling actions performed with feeling. Get the children to focus on the moving body part to aid expression.	Can the children control their actions to make them really gentle and to make the rising and falling flow smoothly? Can the children paint a picture of a gentle sunlit sea with their bodies?
Waves	Encourage stronger but controlled action. Be aware that children work safely and don't bang body parts into the floor.	Are the children able to capture the strength of the waves in contrast to the gentle ripples before? Are they controlling their actions and working safely?
Ebb and Flow	Ensure the dancers move safely between the other children without touching, especially when walking backwards. Encourage the children to show contrasts of strong/gentle and high/low.	Are the children looking where they're going and being aware of each other? Are the children moving strongly forwards and contrasting with gentle movements backwards? Are they showing good use of levels in their dancing?
Cool Down: Sense the sea	Encourage the children to connect their dancing with their ideas about the real motion of the ocean. Look at how other artists have expressed natural forms and the motion of the ocean in their art by going on line to visit Maggi Hambling's famous scallop shell sculpture and sea paintings or Andy Goldsworthy's pebble sculptures on sand.	



2: Ocean life



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Introduction:

Having danced the motion of the ocean in part one, this session takes the children beneath the waves to explore the wonderful world of ocean life. They practise rising and sinking before discovering the gentle and light actions of little fish and crabs, then jellyfish and starfish. They go on to use contrasting strong and heavy actions to create the rocks and crevices where their sea creatures live. The session extends their shape repertoire and introduces early contact work.

Lesson summary:

Warm up: Float and sink

Float and sink as we travel below the surface to discover life beneath the waves. Actions reprise gentle swaying and use of levels from Session 1.

Little Fish

Tiny steps through the seaweed followed by little shaking fins on the spot. Gentle and light actions in a narrow body shape using a forwards direction.

Crawly Crabs

Tiny steps across the sand followed by little snappy claws on the spot. Gentle and light actions in a wide body shape using a sideways direction.

Jellyfish

Tiny steps across the sea followed by stretches and curls on the spot. Gentle and light actions in rounded, wobbly body shapes.

Starfish

Steps in a wide star shape across the rock followed by stretches and curls on the spot. Gentle and light actions in spiky, stiff body shapes.

Rocks and crevices

Extending the shape experience into making shapes in contact with 1 or 2 other children. Creating spaces in the shapes for sea animals to move through or hide in. Feeling heavy and strong in contrast to the gentle and light animals earlier.

Cool Down: Rise and float

Rise and float back up to the surface of the sea using similar actions to the opening sequence and while reflecting on the wonder of the world beneath the waves.

Movement focus:

Body: Whole body actions

Action: Stepping and gesture, extension and contraction, contact and stillness.

Dynamics: Gentle and light contrasted with strong and heavy.

Space: Shape, direction and levels.

Relationships: Individual and small group.

Session 2 structure: Ocean life

Content	Guidance	Evaluation
Warm up: Float and sink	<p>Make sure the children feel happy about going beneath the waves and confident that they can come back up to the surface.</p> <p>Help the children to link this activity with their learning about levels and gentle actions from last time.</p>	<p>Are the children engaged happily with the idea of moving above and below the waves?</p> <p>Are the children making connections in their learning?</p>
Little Fish	<p>Make sure one action travels whilst the other is on the spot.</p> <p>Encourage the children to contrast their fish action with the crab actions that comes next by emphasizing the narrow body shape and the forwards direction.</p> <p>Link with the warm up by keeping the atmosphere and the action gentle and light.</p>	<p>Are the children making clear changes between the action that travels and the action on the spot?</p> <p>Are the children making narrow body shapes and using clear forwards direction?</p> <p>Can the children maintain the gentle and light dynamics established in the warm up?</p>
Crawly Crabs	<p>Make sure one actions travels while the other is on the spot.</p> <p>Encourage the children to contrast their crab actions with their fish actions earlier by emphasizing the wide body shape and sideways direction.</p> <p>Keep the action gentle and light.</p>	<p>Are the children making clear changes between the action that travels and the action on the spot?</p> <p>Can the children contrast their wide body shapes and sideways direction with the narrow shape and forwards direction of the fish?</p> <p>Are the children controlling their actions to make them gentle and light?</p>
Jellyfish	<p>Make sure one actions travels whilst the other is on the spot.</p> <p>Encourage the children to contrast their jellyfish action with the starfish actions that come next by emphasizing the rounded body shape and the wobbly dynamic.</p> <p>Keep the action gentle and light.</p>	<p>Are the children making clear changes between the action that travels and the action on the spot?</p> <p>Are the children making rounded body shapes with a wobbly dynamic?</p> <p>Are the children controlling their actions to make them gentle and light?</p>
Starfish	<p>Make sure one action travels whilst the other is on the spot.</p> <p>Encourage the children to contrast their starfish actions with the jellyfish actions earlier by emphasizing the spiky body shape and a stiffer dynamic.</p> <p>Keep the action gentle and light.</p>	<p>Are the children making clear changes between the action that travels and the action on the spot?</p> <p>Can the children contrast their spiky, stiff body shape with the rounded, wobbly one of the jellyfish?</p> <p>Are the children controlling their actions to make them gentle and light?</p>



Rocks and crevices	<p>Encourage strong and heavy shapes in contrast to the gentle and light work before.</p> <p>Encourage interesting shapes – rounded, spiky, wide, narrow, twisted. Link with earlier shape work on shells and sea animals.</p> <p>Encourage interesting use of levels and spaces (holes, arches, crevices) in the group shapes.</p> <p>Provide non-contact alternatives such as circling rather than touching.</p>	<p>Are the children making strong and heavy shapes?</p> <p>Are the children making their own shape with confidence?</p> <p>Can they draw on their earlier shape experience?</p> <p>Are the groups using different levels and spaces to make their big shapes interesting?</p> <p>Is everybody actively involved in the activity?</p>
Cool down: Rise and float	<p>Make sure that no one is anxious about the idea of being underwater and everyone understands that they have resurfaced.</p> <p>Celebrate the wonder of the underwater world.</p>	<p>Are the children engaged happily with the idea of rising above the waves?</p> <p>Have the children furthered their sense of awe and wonder through their dancing?</p>



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3: Ocean fun



Introduction:

The *Ocean fun* session takes the dance action into the cool and exciting world of surfing. Based around the surfing skills of catching the wave, shooting spray and riding the wave, children create dance moves to express the culture and excitement of the sport. Rhythmic music creates a very different atmosphere to the previous two sessions and creates an opportunity for the children to work with pulse and phrasing.

Lesson summary:

Warm up: Shaka and stretch

Take on the role of the surf dude as we get in the groove with runs and stretches on the beach and greet each other with the surfing 'shaka' gesture.

Catching the wave

Keep with the beat as you paddle your surf board to catch the wave and jump into low crouch facing the beach.

Shooting spray

Continue the shape work from Session 2 as you work with a partner to make contrasting surfing shapes. You'll lean and twist on the board and send sprays of water behind you. Feel the rhythm as you balance and steer your board.

Riding the wave

Take turns to use runs and jumps to travel towards the beach using the rhythm and phrasing to capture the thrill of the ride.

Cool down

The surfers part company by repeating the opening sequence to a slower beat while thinking about how much fun it can be to get active in the sea. What other ways can we get active in the sea?

Music sequence

A chance to repeat a few movements for 'shaka', catching the wave, shooting spray and riding the wave.

Movement focus:

Body: Whole body actions and hand gestures.

Action: Gesture, travel and jump.

Dynamics: Rhythm and phrasing

Space: Direction and shape.

Relationships: Individual, partner and group.

Session 3 structure: Ocean fun

Content	Guidance	Evaluation
Warm up: Shaka and stretch	<p>Encourage an up beat, positive attitude appropriate to the context of the work. Help the children to relax and feel the pulse in the music, firstly with their hands and then with their whole body.</p> <p>Ensure the children are moving with an awareness of each other and of their environment.</p> <p>Make sure the children are controlling their movements and showing clarity in their actions.</p>	<p>Are the children enjoying themselves and smiling confidently and appropriately at one another?</p> <p>Are the children moving to the pulse of the music and getting in the groove?</p> <p>Are the children moving safely through the space without touching anybody or anything?</p> <p>Are the children making clear changes between their travelling action and their action on the spot?</p>
Catching the wave	<p>Encourage the children to paddle their hands to the beat in the music.</p> <p>Help the children to 'feel' the wave by keeping the crouch low with arms out to balance.</p> <p>Help the children to create a sense of a forwards direction by keeping their upper body and their focus facing 'the beach'.</p>	<p>Can the children keep with the beat?</p> <p>Are the children 'feeling' the surfing motion?</p> <p>Can the children give a sense of forwards direction by all keeping their upper body and focus facing 'the beach'?</p>
PAUSE...to all face the beach (positioning)	<p>Decide which side of the room is going to be 'the beach'.</p> <p>Organise the class so that everyone is in their own space facing 'the beach'.</p>	Is everyone facing the same way?
Shooting Spray	<p>Encourage challenging leans and twists that capture the excitement and risk of the activity.</p> <p>Encourage a variety of body shapes by suggesting different levels (high, low) and orientations (front, back, side).</p> <p>Help the children feel the beat and use it to keep their partner actions in unison.</p>	<p>Are the children expressing the excitement and risk of the activity in their actions?</p> <p>Are the children's shapes varied and interesting?</p> <p>Can the children use the rhythm in the music to time their actions together?</p>
PAUSE...to get into pairs	Organise the children into pairs. They need to name themselves 'partner 1' and 'partner 2'.	<p>Are the children in pairs?</p> <p>Do they know who is 'partner 1' and 'partner 2'.</p>



Riding the wave	<p>Make sure the children are 'cushioning' their jumps by bending well at the knees and ankles on landing.</p> <p>Encourage the children to apply their learning from their 'shooting spray' shapes into their jumps by using different orientations (front, back, side).</p> <p>Keep the energy up but take time to balance the landing each time.</p>	<p>Are the children 'cushioning' their jumps?</p> <p>Are the children producing interesting jumps?</p> <p>Are the children keeping in role with high energy and good surf board control?</p>
PAUSE ...to give everyone numbers (1-5)	<p>Give each child a number from 1 to 5 so that they can take turns to surf safely to 'the beach' without bumping into anyone.</p>	<p>Do the children know their numbers?</p> <p>Are they aware of how to surf safely to 'the beach'?</p>
Cool down	<p>Encourage a calm atmosphere after all the excitement.</p> <p>You could extend the children's learning by taking the class online to research surfers and to find out more about surfing.</p> <p>Discuss other activities the children could get involved in at the seaside.</p>	<p>Are the children cooling down their minds as well as their bodies?</p> <p>Has the children's dancing helped them to appreciate the excitement and skill of surfing?</p> <p>Can the children make a list of physical activities to take part in at the seaside?</p>
MUSIC ONLY Shaka and stretch	The music lasts about 44 seconds.	
Jump to crouch (catching the wave)	The music lasts about 18 seconds.	
Shooting spray	The music lasts about 17 seconds.	
Jumping / running	The music lasts about 29 seconds.	