

# KS1 Dance: Time to Move

## 10 Pieces: On the mountain



Presented by Pete Hillier

### 1: Wild weather

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### 2: The trolls are coming!

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## Introduction

### Using *Time to Move*

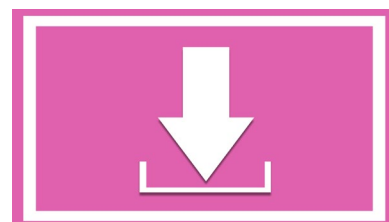
*Time to Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

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)



# 10 Pieces: On the mountain

## 1: Wild weather



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

### Introduction

In the first session of this two-part unit the children explore different types of movement associated with being explorers on a mountain in wild weather. They will be dancing to pieces of music taken from the BBC's *Ten Pieces* - and '[A night on the bare mountain](#)' by Modest Mussorgsky in particular.

The children respond imaginatively to the wild weather music. They:

- sway on the spot, then move around the space
- travel from side to side with a partner, as though they are being lifted up by the wind
- jump up and down on the spot, then freeze in different shapes
- imagine calmer weather and moving around the space with a partner to the slower music
- stop to spin around gently together
- finally, put together the moves they have been practising to create a longer dance sequence.

### Lesson summary

**Respond to the music:** ('A night on the bare mountain' - fast section): Move on the spot to the wild weather music. Choose your own way of moving - responding to the music. Imagine the wind is pushing you from side to side.

**Travel from side to side:** Working with a partner, travel from side to side to the wild weather music. Imagine the wind is blowing you across the mountain.

**Jump in the air then freeze in a shape:** Jump in a variety of ways to the wild weather music. Imagine the wind is lifting you into the air.

**Travel slowly and spin:** ('A night on the bare mountain' - slow section). Working with a partner, move around the space to the slower, quieter music. Imagine the weather is calmer now.

**Create a story:** Put all the moves together that you've been practising.

### Movement focus

**Body:** Moving with control around the space, arms, legs, head, shoulders, hands and feet.

**Action:** Jumping, turning, twisting, stretching up high and down low, spinning, bending and straightening knees, swaying, crouching.

**Dynamics:** Quick, light footsteps, sudden changes of direction, moving slowly through the space.

**Space:** Making a curvy pathway, using high and low levels, travelling from side to side.

**Relationships:** Working with a partner, working alone.

## Session 1 structure: Wild weather

Content	Guidance	Evaluation
<p><b>Respond to the music</b> (‘A night on the bare mountain’ - fast section): Move on the spot to the wild weather music. Choose your own way of moving - responding to the music. Imagine the wind is pushing you from side to side.</p>	<p>Encourage the children to find different ways of moving to the music - they could reach their hands up high, or stretch them out to the sides. They need to twist and turn sharply from one side to the other. Encourage them to bend and straighten their knees.</p>	<p>Can the children work in a space of their own, not near anyone else? Can they try out different ways of moving, reflecting the mood of the wild weather music? Are they able to respond to the fast tempo, but move with control?</p>
<p><b>Travel from side to side</b> Working with a partner, travel from side to side to the wild weather music. Imagine the wind is blowing you across the mountain.</p>	<p>The children need to make sure that they have enough space around them, to travel from side to side without bumping into anyone else. They need to hold their partner’s hands gently and remember to face each other.</p>	<p>Can the children work cooperatively with their partner, as they travel across the space? Are they able to follow the instructions - lifting up their arms as they move, then lowering them again?</p>
<p><b>Jump in the air then freeze in a shape</b> Jump in a variety of ways to the wild weather music. Imagine the wind is lifting you into the air.</p>	<p>Encourage the children to think about the different ways that they jump - from side to side, or backwards and forwards. They could turn as they jump, or stretch out their arms and legs to do star jumps. When they freeze, help them to think of a different shape each time. At the end of the sequence, they need to move slowly to the ground and lie down.</p>	<p>Can the children jump with lots of energy, in time to the music? Can they find a variety of different ways to freeze in their shapes? Are they able to work on their own in a space?</p>
<p><b>Travel slowly and spin</b> (‘A night on the bare mountain’ - slow section). Working with a partner, move around the space to the slower, quieter music. Imagine the weather is calmer now.</p>	<p>Make sure that one person is standing in front as the leader and that the other person is standing behind, ready to follow. The children can move anywhere they like in the space, letting the gentle music guide them. They could spin together, holding hands, or move on their own.</p>	<p>Are the children moving slowly through the space with light foot-steps, and making their own pathway? Can they spin gently and with control, on their own or with a partner?</p>
<p><b>Create a story</b> Put all the moves together that you’ve been practising.</p>	<p>The children need to recall the different movements - twisting and turning on the spot, moving from side to side with a partner, jumping up and down, then freezing in a shape, and moving around the space slowly with a partner again.</p>	<p>Can the children remember the movements that they have been practising today and put them together into one big sequence? Are they able to move confidently around the space? Can they reflect the atmosphere of the wild weather music in their expressive movements?</p>



## 2: The trolls are coming!



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

### Introduction

In the second and final session of this unit the children continue their adventure as explorers out in the wild weather. They will be dancing again to pieces of music taken from Ten Pieces:

- working with a partner, the children find different ways of jumping, then freezing to '**A night on the bare mountain**'
- they listen to and respond to the quiet, exciting, rhythmic music of '**In the hall of the Mountain King**' by Edvard Grieg
- then get into groups and move from one side of the space to the other, as the trolls and explorers
- finally, they put together the moves they have been practising to create a longer dance sequence.

### Lesson summary

**Jump and freeze in a shape ('A night on the bare mountain' - fast section):** Working with a partner, jump up and down on the spot, then freeze in a shape.

**Explore the cave ('In the hall of the Mountain King' - first section):** Working on your own, step through the space in time to the music. Imagine you are exploring a cave.

**Escape from the trolls!:** Working in groups, travel to opposite corners of the space, as explorers and trolls.

**Create a story:** Put all the moves together that you've been practising.

### Movement focus

**Body:** Using arms, legs and feet, head, hands, feet, fingers.

**Action:** Jumping, creeping, turning, twisting, stretching up high and down low, bending and straightening knees, swaying, crouching, stretching.

**Dynamics:** Contrasts in speed and strength of movement - using light, controlled movements in time to the music, moving gently and gracefully, moving quickly and forcefully.

**Space:** Moving with control around the space. Using high and low levels, making your own pathway, changing direction.

**Relationships:** Working alone, with a partner and in a group.



## Session 2 structure: The trolls are coming!

Content	Guidance	Evaluation
<b>Jump and freeze in a shape</b> (‘A night on the bare mountain’ – fast section): Working with a partner, jump up and down on the spot, then freeze in a shape.	Encourage the children to think about the different jumps they could do, such as star jumps, or turning on the spot. They need to also show a variety of different shapes when they freeze, such as a long, thin shape, or a wide, stretched shape.	Can the children jump at the same time as their partner, with lots of energy? Are they able to explore different ways of jumping? Can they work together to make their different shapes?
<b>Explore the cave</b> (‘In the hall of the Mountain King’ – first section): Working on your own, step through the space in time to the music. Imagine you are exploring a cave.	Help the children to imagine that they are stepping through the cave. They could be shining a torch in front of them, or pointing up high and down low. They could turn suddenly to peer behind them, as though they’ve heard something! Encourage them to make their own pathway through the space.	Can the children step in time to the music, with light footsteps? Are they able to move expressively – showing how exciting and mysterious the cave is?
<b>Escape from the trolls!</b> Working in groups, travel to opposite corners of the space, as explorers and trolls.	Make sure that the children are standing diagonally opposite each other in their different corners. When they meet each other in the middle of the space, they need to find ways of dodging around each other, without touching each other. Encourage the children to listen carefully to the music and instructions, so that they know when to move.	Can the children respond to the music – moving with light footsteps – and more quickly as it gets faster? Can they clearly show the characters and mood of the trolls and explorers? Are they able to work cooperatively with the rest of their group? Can they listen to and respond to the instructions?
<b>Create a story</b> Put all the moves together that you’ve been practising.	Encourage the children to recall the different moves that – they have been practising in the last two programmes: first they will twist and turn on the spot; then, working with a partner, they will travel through the space, as though they are being carried in the wind; then they will jump up and down on the spot and freeze in different shapes; next they will move to opposite sides of the space as the explorers and trolls; finally, they will move slowly and spin with a partner to the calm, gentle music.	Can the children remember all their different moves? Are they able to work independently, but also cooperatively with a partner and a group? Are they able to listen to the instructions and move quickly from one sequence to the next? Can they respond expressively to the music and show clear contrasts between the different movements?