

Dance KS1: Time to Move

10 Pieces: Planet Mars



Presented by Pete Hillier

1: Ice shapes

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2: Dust storms and two moons

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Introduction

Using *Time to Move*

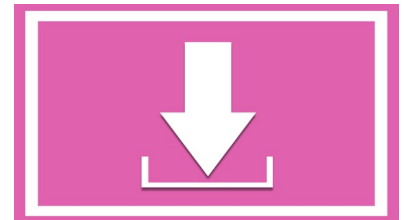
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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



10 Pieces: Planet Mars

1: Ice shapes



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

Introduction

In this first session the children will start to build a dance using themes and ideas based on the planet Mars. They use the structure and atmosphere of the music to develop their choreographic skills.

Lesson summary

Warm up: Making strong shapes on the spot and holding them still, then adding travelling between the shapes.

Ice shapes: Making an angular group shape by using different body parts to create a spiky, jagged effect. Altering the shape by changing level and/or direction to create four different ice sculptures.

Transitions: Considering how to blend from the solo strong shapes (with travel) to the group situation for the ice sculptures.

Jumps: Exploring and improvising jumping on the spot using asymmetrical, angular shapes.

Consolidation: Combining the above ideas into a logical dance format that responds to key moments in the music.

Cool down: Lying down, allowing the arms to float in the air.

Movement focus

Body: Control; co-ordination; projection

Action: Strong shapes; travelling; jumps

Dynamics: Smooth and strong; sharp and sudden

Space: Rising and falling; travelling and on the spot; near to others (group)

Relationships: Solo to begin; group for ice shapes

Session 1 structure: Ice shapes

Content	Guidance	Evaluation
Warm up Making a range of different strong shapes. Moving smoothly between shapes sustaining a sense of strength and power. Adding travelling to move between shapes.	Encourage the children to find a variety of ways of depicting strength and use of the whole body (not just arms). Suggest different travelling actions, eg creeping, striding, marching.	Do the children create a range of different shapes? Can the children combine moving smoothly with strength? Do the children move continuously and fluidly? Can they connect movements with ease?
Ice Shapes Working in groups creating combined sculptural shapes that are angular and use different levels. The changes between levels should be sharp and sudden.	Recommend that the groups are as close together as safely possible and use high, medium and low. Elbows and knees help to create a sense of angularity. These can also include changes of direction too.	Can the groups realise a shape complementing the shapes of others? Can the children create and control angular shapes? Can the children co-ordinate moving between shapes quickly?
Transitions Travelling together in a smooth, strong way. The groups could consider turns, jumps or slides. They need to anticipate where they need to travel to.	Encourage groups to consider who might need to move first to prevent collisions. Able groups may decide to travel in a complementary way.	Can the children consider the spacing of others? Do the children use a variety of travelling actions?
Jumps Explosive jumps on the spot making asymmetrical, jagged shapes in the air.	Ensure safe take off and landings and that children have sufficient space	Do the children use their legs to maximise elevation and control the landing? Do the children make asymmetrical shapes in the air?
Consolidation Combining all the above elements with clear sections of the music.	Use gestures to prompt the next action whilst still familiarising themselves with the order and the musical cues.	Are the children able to move easily between sections? Do the children respond to the cues/ sections of the music?
Cool down Soft floating actions with the arms using rising and falling.	Encourage the children to breathe deeply with the rise and fall action.	Are the children able to produce the quality of floating?



2: Dust storms and two moons



Click to download this dance session as an mp3 file

Introduction

In this second session the children will continue to build a dance using themes and ideas based on the planet Mars. They use the structure and atmosphere of the music to develop their choreographic skills.

Lesson summary

Warm up: Swirling actions, with isolated body parts at first, then increasing the combination and complexity to build to using the whole body.

Dust storms: Travelling around the room using leaps, creeping and sliding whilst amalgamating this with twisting and turning actions. Combining this with moments of swirling and twirling on the spot to encourage changes of direction and an awareness of others. Further developed by dividing the class into two groups so that only half are travelling at a time.

Phobos: Quick actions, sudden jumps, turns and sharp shapes. High energy work to develop control and balance. Later including travelling in circular pathways whilst maintaining the swift, energetic quality.

Deimos: Slow, steady movements in a calm, controlled manner. Maintaining a smooth quality and progressing to include the circular (but larger) pathway again.

Two moons: Working with a partner, one person adopts the role of Phobos, the other being Deimos. Taking turns they travel around their partner using the quality of their 'moon'. The non-travelling partner adopts a strong shape (which links to the warm up in the previous lesson 1).

Consolidation: Put all the moves together that you have been practising, to make a fun fact file about Mars.

Cool down: Using the imagery of dust settling to allow the children to sink to the floor in a light and gently swirling manner.

Movement focus

Body: Control; balance; co-ordination

Action: Swirling; turning; twisting; jumps; sinking

Dynamics: Fast; fluid; energetic; calm; light

Space: Circular pathways; proximity to others; levels

Relationships: Solo work; question and answer; partner work

Session 2 structure: Dust storms and two moons

Content	Guidance	Evaluation
Warm up Swirling and twisting actions with the arms. Progressing to include changes of level and use of the legs.	Encourage the actions to extend their actions fully and to explore the space in front, to the side, behind, above and under them.	Do the children find a variety of responses? Do they explore the space fully? Can they co-ordinate body in opposite/different directions?
Dust Storms Travelling around the room whilst maintaining the swirling nature. Using moments of swirling on the spot to change direction, level or method of locomotion.	Awareness of possible hazards around the room and monitoring any over-enthusiastic pupils! Feedback your observations to the children.	Do the children demonstrate an awareness of others? Are the children able to sustain the swirling whilst travelling? Do the children demonstrate the stamina required?
Phobos Quick, sharp actions. Sudden changes of direction, jumps, high energy whilst travelling in a circle.	Small actions and isolated movements (one body part at a time) allow for the sense of energy and sharpness more than large, expansive actions.	Do the children move in a clear, circular pathway? Do they find a range of ways of communicating energy and speed?
Deimos Slow, steady and calm movements travelling in a large circular pathway.	Continuous, flowing actions. Encourage a steady and sustained speed.	Do the children move in a larger circle? Do they manage to include actions such as twists, reaches, gestures, rolls to create variation?
Two Moons In pairs, one person represents Mars (stationary), whilst the other travels around them in the manner of Phobos. Then they change roles with the travelling person representing Deimos.	Use one pair to demonstrate the organisation of this section for younger/less experienced dancers. Encourage the difference of dynamic between the two travelling methods.	Does the stationary dancer still manage to sustain a sense of performance? Are the circular pathways different in size? Is there a clear difference in dynamic?
Consolidation Put all the moves together that you have been practising, to make a fun fact file about Mars.	Prompt and remind the dancers of the sections and the cues in the music.	Can the pupils move smoothly and easily between sections? Are the different dynamics easily observed?
Cool Down Lowering to the floor using the imagery of a speck of dust settling.	Use gestures to convey the sense of lightness of the action. Encourage use of the core of the body, not just the arms.	Do the children lower gradually, with some gentle changes of direction? Do they control their balance as they move into the floor?