

Dance KS1: Time to Move

Playground games around the world



1: Count, catch and hop!

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2: Bounce, clap and wiggle!

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3: Skip, circle and under the arch!

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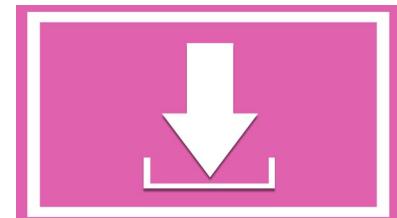
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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 Teachers' 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

Playground games around the world

Introduction

This unit offers a fun collection of movement activities inspired by playground games, including several familiar forms that most children will recognise, plus some new variations and ideas to trigger their own versions throughout the year.

As well as traditional tag, hopscotch, clapping and skipping actions, there are opportunities to move in inventive ways with imaginary objects, toys and 'props', with fantasy elements 'in character' - and with some crazy wiggles!

The music and dance-styles are influenced by games and tunes from around the world, with traditional, acoustic flavours emphasising the shared heritage of children's games from all parts of the world.

1: Count, catch, hop



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Lesson summary:

The first session begins and ends with 'wintry weather' actions, from getting dressed for the cold, to playing snowballs, to a sledging scene and becoming a melting snowman. There are also movements for well-known counting-out games, a spider-dance and some fun variations on hopping and skipping hopscotch patterns. The music is from Russia, Britain, France and Italy.

Movement focus:

Action: using fingers, toes and whole body; contrasting vigorous and relaxed movements.

Dynamics: responding to rhythms and music-cues; moving at changing speeds.

Space: exploring pathways; moving in lines, and within circles and web-shapes.

Relationships: responding to sound-triggers, while reacting to other dancers; working in groups, small circles, and competing 'teams'.

Session 1 structure: Count, catch, and hop!

Content	Guidance	Evaluation
Warm up: Dressing for the cold Music: traditional Russian - 'Wintry Weather Song'	Actions for warming up and getting dressed in cold, icy weather. Encourage travelling movements in time with the music, which eventually gets quicker.	Are the warming-up actions vigorous and energetic?
'Dip dip do' counting game Music: traditional British - 'One, two, three'	Children will need to be in groups of 4, 5 or 6, in a small circle with a leader. The leader points around the circle in time with cat 'miaows', until a dog 'wuff' (who becomes the next leader).	Are the cat and dog poses 'in character'? Do the children know counting out games that are special to your school or area?
One potato, two potato Music: traditional British - 'The Wonder Hornpipe'	The new leader gently taps their fist on each hand in turn, until a bell-sound, for a new 'Hot potato' to move into the middle.	Can everyone also move their feet in time with the rhythm of the music?
Spider dance Music: traditional Italian - 'Tarantella'	A game of 'tag' or 'it', where the 'Hot potato' now becomes a 'spider', trying to tap other players on the shoulder (as if they are 'flies' or other insects) all keeping within an imaginary web-shape.	Can the insects avoid the spider by moving quickly and lightly?
Web-shape Music as above.	Make the spider and insect movements into a dance, with wiggly fingers, hops, shakes and toe-shivers.	Are the children matching their movements to the rhythm of the music?
Hopscotch Music: traditional French - 'Savez vous planter les choux?' and traditional British - 'Lilliburlero'.	In a line of 5-6, each player in turn hops a pattern on the ground (using one foot or two), following the word 'change' from the presenter. Walk to the back of the line for a second go if time.	Can the children invent different pathways to the last person (straight, wiggly or zigzag)?
Slow-motion snowballs Music: traditional Russian - 'Wintry Weather Song'.	Pairs of groups combine to make competing 'teams', a few steps apart. Perform slow actions for scooping, lifting and letting-go snowballs.	Can they also show 'reactions' to snowballs (eg ducking, covering head etc)?



Sledging scene Music as above.	Each group devises a sledging/tobogganing sequence, as if down a hillside (crouching or walking low, instead of sitting).	Can everyone in the group co-operate to plan their moves carefully?
Group plan sledge scene Music as above.	Perform the above sequence, starting slow, then getting faster. End the sequence with individual ice-skating movements to find a space.	Can they control the swaying and sliding actions, so as not to 'fall off'?
Cool down: Snowman Music as above.	Stand as if 'stuck in the snow', with legs apart. Relax arms and 'melt' slowly.	Is your whole body relaxed and floppy?

2: Bounce, clap and wiggle!



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dance session as an
mp3 file*

Lesson summary:

The second session begins with old-fashioned toy actions and ends with modern day toys. As well as lively spinning and wiggling games, the children devise clapping and tapping patterns, and develop movement-sequences based on ball skills and ball games.

Movement focus:

Action: combining hand and feet patterns; trotting, bouncing and spinning; whole-body wobbles and wiggles.

Dynamics: lively, concentrated sports-based actions; changing speeds.

Space: moving with awareness of sports space (as in ball games).

Relationships: collaborating in pairs and fours; copying movements in groups.

Session 2 structure: Bounce, clap and wiggle

Content	Guidance	Evaluation
Warm up: Hobby horse Music: traditional British - 'The Wonder Hornpipe'	Perform 'horse-riding' actions, as if on an old-fashioned hobby-horse - trotting, galloping and bouncing.	Are the children holding their hands up towards the horse's 'head'?
Spinning top Music as above.	Experiment with imaginary 'winding and pulling' spinning-tops, and also with 'pushing-down-a-handle' types, then 'becoming' a spinning-top.	Can they spin both ways without getting dizzy?
A sailor went to sea sea sea Music: traditional British / American - 'A sailor went to sea sea sea'.	In pairs, try clapping and patting the rhythms of the music.	Are they clapping in time with the rhythms?
Clap clap clap Music: 19th-century German melody by Engelbert Humperdinck.	Practise a 'routine' of clap'n'tap patterns, including foot-tapping on the floor. Check that everyone knows their RIGHT and LEFT sides.	Are they listening carefully to the clap'n'tap 'recipe'?
Clapping variations Music as above (NB it speeds up).	In pairs, use the above framework as the basis for adding fun clicks, jumps, knee-slaps, wiggles etc.	Can the children include ideas from their 'own' playground games?
Ball skills Music: traditional Mexican / South American - 'La Cucaracha'.	Practise ball-skills with imaginary balls (eg soccer, basketball or juggling).	Are the movements lively and concentrated?
Football, basketball and juggling Music as above.	In pairs, try 'passing' a ball, dodging with it, 'heading' it, bouncing and throwing, and juggling to each other.	Do their movements really 'dance', with a South-American feel?
Wiggle walk Music: traditional North American - 'Turkey in the straw'.	In fours, in small circles, copy each other's wobbling and wiggling movements, then turn them into a 'line-dance'.	Are they planning co-operatively? Are the line-movements well synchronised?
Wiggle sequence Music as above.	A short wiggle-movement from above alternates with earlier activities: Hobby Horse, spinning tops, hopping, clapping and ball games.	Can they 'switch' quickly between the various activities?
Cool down: Toys today Music: traditional British - 'The Wonder Hornpipe' (slow version).	Actions for modern-day toys, eg cards, action-figures, hitech toys, and books to share.	Is everyone sitting quietly in groups?

3: Skip, circle and under the arch



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Lesson summary:

The third and final session begins with modern action figures and ends with traditional games of chess and draughts. In between, the children play imaginary 'conkers' and 'marbles', develop skipping games and 'under the arch' formations, as well as performing a 'Round the world' circle dance. The music is from Britain, Australia, Africa (Tanzania) and India.

Movement focus:

Action: hand and finger movements; light, bouncy skipping (especially knees and toes).

Dynamics: twisting / turning. Varying steady stepping with vigorous actions while standing.

Space: movements on the spot - in changing groups, and in a large circle.

Relationships: working in pairs; performing in turn within a group; dancing in a circle.

Session 3 structure: Skip, circle and under the arch

Content	Guidance	Evaluation
Warm up: Fantasy characters. Music: traditional British - 'One, two, three'	Moves on-the-spot to reflect fantasy characters or action figures (eg superhero, robot, wizard, witch, doctor, pirate).	Can they guess each other's characters from the movements and gestures.
Conkers Music: traditional Tanzanian - 'Chum chum pah'	In pairs, face each other for an exaggerated conker-swinging game, in time with drum rhythms.	Can they show 'taking aim' gestures and 'reactions' too?
Marbles Music: traditional British - 'The Wonder Hornpipe'	In pairs, perform a hand-and fingers 'dance', with flicks, rolls and bigger arm actions.	Can they 'change' every few seconds, to keep the game moving?
Skipping Matilda Music: traditional Australian - 'Waltzing Matilda'	In groups of 4-5, one pair prepares to 'swing' an imaginary skipping-rope.	Are the children a few steps apart?
Rope-swingers Music as above.	Meanwhile, the other players jump, skip and hop in that area for a few seconds each in turn, then 'change'	Are they skipping, twisting and turning lightly, lifting knees and pointing toes?
Swap groups Music as above.	Swap over, so that rope swingers become dancers, and vice versa.	Is the dancing in time with the music?
Raga steps Music: traditional Indian - 'Raga Amirthavarshini'	With the class in two big circles, hold hands and step round to the left for eight beats, then stand still to clap'n'tap for eight beats. This routine is separated by short game instructions, selected from activities earlier in the unit.	Do the claps'n'taps fit the special rhythm? (X xx X xx X xx X xx)
Round the world circle dance Music as above.	As above, the game movements are: spider-tickles, hops, football-actions, ball bouncing, spinning, a wiggle dance and a shakedown.	Is everyone holding hands while stepping left?
Thread the needle Music: traditional Tanzanian - 'Chum chum pah'	The circles 'break', to each make a dancing-line or 'thread' that goes through the 'eye of a needle' (an arch shape at its other end).	Is everyone wiggling steadily, not too fast, in time with the African beat?
Cool down: Chess and draughts Music: traditional Indian - 'Raga Amirthavarshini'	In pairs, sitting cross-legged, slowly move pieces in an imaginary game of chess or draughts.	Can everyone suggest ways of making playtimes creative at your school?