



Dance KS1: Time to Move

Spring in the garden



1: Worms on the move

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3: Birds on the move

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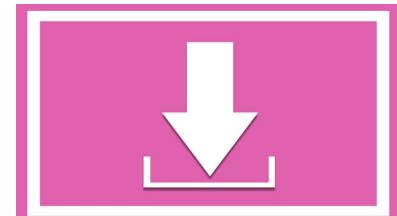
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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



Spring in the garden

Introduction

A chance to dance the garden into life this spring. We begin underground - where the frosty Earth is beginning to be warmed-up by the Sun - and we wiggle the soil into life, moving as tunnelling earthworms which chomp and chew and wiggle!

Above ground, the children dig the soil and pull winter weeds to make way for the new plant shoots which burst through the soil. They dance in the sunlight, making circles and spirals for the plant-stems rising and the flowers opening...until they have to shelter from the spinning wind and a shower of rain.

Meanwhile, a hedgehog begins to stir out of hibernation, and pupils move like birds searching for twigs and building a nest. The final programme features a 'Spring in the garden' performance-sequence and the specially-created music has an acoustic-jazz feel, featuring violin, guitar, percussion and drums. 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: Worms on the move



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mp3 file*

Lesson summary:

In the first session the children imagine they are underground in cold, frosty weather, jabbing with their elbows and knees to break up the soil, then 'freezing' in spiky shapes. They chomp and chew the soil like underground earthworms, and 'tunnel down' in snaky worm-patterns, with the class forming four 'worm lines' across the room. Eventually they snooze as a sleepy hibernating hedgehog, dreaming of dancing worms.

Movement focus:

Action: sharp, jabbing actions with elbows, knees and fingers; stretching, squeezing and wiggling movements.

Dynamics: exploring down and up, and side-to-side; also still, sleepy movements.

Space: using confined areas effectively, as well as moving across the whole room.

Relationships: working individually and in pairs, then moving in lines, with changing leaders.

Session 1 structure: Worms on the move

Content	Guidance	Evaluation
Warm up: Frosty Earth	Quick, sharp moves with elbows, knees and fingers, to 'break up' hard, frosty ground.	Can they work out a sharp, spiky shape to 'freeze' in?
Freeze shapes	Practise the above movements again, then sit in a space as the Sun comes out.	Are elbows pointing out to the sides (without bumping neighbours)?
Worms chomp'n'chew	Use mouth and cheek muscles for 'chewing' actions, individually then in pairs.	Are eyes open wide?
Worms stretch'n'squeeze	Draw snaky worm-patterns with the hands, high to low, then wiggle hips and bend knees to 'tunnel down'.	Are the movements really 'stretchy' and 'squeezy'?
Worm pairs	As above, with a partner, then ending with 'chomping'n'chewing'.	Are the down-and-up movements performed at the same time?
Worm lines	In four lines, with a leader at the front, travel to the back of the room, then return to the front.	Is everyone back at their starting places?
Worm wiggles	As above, with wormy-wiggles of arms and body.	Are their movements responding to the wiggly music?
New leaders	As above, with a new leader (second in line).	Do the new leaders stop at the front?
Wormy funny faces	Lines 1 and 2 face each other, as do 3 and 4, for more chomping and chewing.	Can they wiggle wormy shoulders too?
Cool down: Hedgehog	Lie on sides, to curl up into a spiky ball, as if a hibernating hedgehog, dreaming about dancing worms.	Are their actions still and sleepy?



2: Plants on the move



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Lesson summary:

To prepare the ground for new plants, the children dig with an imaginary trowel and pull winter weeds, 'falling over' backwards. They burst through the soil as plant shoots using sharp, spiky, up-and-down, pointing movements. These contrast with more gentle curving-circles and spiral shapes for the plant stems growing upwards, leading to arms spreading open like petals. However, they are spun round by the wind and have to shelter from a shower of rain. After collecting up the weeds from before, everyone cools down like the hedgehog, beginning to stir in the compost heap.

Movement focus:

Action: bending, digging, lifting and falling over; spinning.

Dynamics: sudden, spiky, pointy movements; slow curving, circling and spiralling.

Space: working in 'tight' groups, and moving freely through the spaces.

Relationships: working in pairs and lines; following a leader.

Session 2 structure: Plants on the move

Content	Guidance	Evaluation
Warm up: Digging and weeding	Digging movements with a trowel and pulling imaginary weeds, then sitting down.	Are they bending and straightening as they dig?
Dig, pull and fall	As above with 'falling over' actions (rocking back with legs over head).	Are they performing with exaggerated actions?
Pair digging sequence	As above, twice through, with a partner.	Are the actions performed together?
Plant shoots burst soil	Fingers point upwards, then arms push up and down sharply.	Are they listening carefully to the clap'n'tap 'recipe'?
Circles and spirals	Use hands to make slow circle and spiral movements, like plant-stems curving upwards, then spreading arms like a flower opening its petals to the Sun.	Are the hand-circles getting higher and higher?
Shoots and jumps	In four groups (as in programme 4), groups 1 and 2 repeat plant-shoot movements, then groups 3 and 4, then again with jumps.	Are the jumps synchronised with arm movements?
Four groups sunlight	Repeat the circles and spirals activity in groups.	Are arms opening wide to the Sun?
Wind and rain	The wind spins everyone round. Each group in turn follows a leader to shelter from the rain.	Is everyone listening carefully to follow the movement instructions?
Collecting up weeds	Move out of groups through the spaces, to bend, lift up imaginary weeds, and look up towards the sunlight.	Are the actions gentle?
Cool down: Hedgehog stirring	Sit cross-legged and shake prickly spines, then lie on side to curl up.	Is everyone still and sleepy?



3: Birds on the move



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mp3 file*

Lesson summary:

Spring nest-building needs twigs, so the session begins with bird-like searching in pairs, with elbows sticking out and knees bent. Then fours cross arms and hold hands to build the birds' nest and lift it up into a tree. There follows a 'Spring in the garden' sequence, combining the worms tunnelling, plant growing and wind-and-rain dances from previous sessions, with today's bird sequence. Finally everyone cools down with the hedgehog, stretching awake in the Spring sunlight.

Movement focus:

Action: bird-like head, arm, knee and elbow movements.

Dynamics: quick steps and gently lifting arm movements.

Space: exploring levels; detailed group formations across the whole room.

Relationships: performing in pairs, groups and lines.

Session 3 structure: Birds on the move

Content	Guidance	Evaluation
Warm up: Birds searching for twigs	In pairs, turn heads side to side, with arms like wings. Swap places with small birdsteps.	Are knees bent and elbows sticking out?
Building a nest	In fours, pair 1 cross arms like twigs and hold hands, while pair 2 do the same over the top. Together they lift arms as if flying and lifting a nest up into a tree..	Are the movements gentle, in response to the music?
Worm lines again	Develop the worm lines dance as above. (In four lines, with a leader at the front, travel to the back of the room, then return to the front.)	Are they wiggling as they move?
Worms stretch'n'squeeze again	Develop the worm stretch'n'squeeze dance as above. (Draw snaky worm patterns with the hands, high to low, then wiggle hips and bend knees to 'tunnel down'.)	Are they moving up and down and side to side?
Worms chomp'n'chew again	Develop the worms chomp 'n'chew dance as above. (Use mouth and cheek muscles for 'chewing' actions, individually then in pairs.)	Are they making funny face movements?
Plant shoots in groups	Develop the plant shoots burst soil dance as above (Fingers point upwards, then arms push up and down sharply.)	Are arms really "bursting" through the soil.
Circles and spirals in groups	Develop the circles and spirals dance as above. (Use hands to make slow circle and spiral movements, like plant-stems curving upwards, then spreading arms like a flower opening its petals to the Sun.)	Are arms really curving, then opening?
Wind and rain in groups	Develop the wind and rain dance as above (The wind spins everyone round. Each group in turn follows a leader to shelter from the rain.)	Is everyone moving at the right time, with the music?
Birds on the move again	Develop the birds searching for twigs and building nests dances as above.	Are all the movements really bird-like?
Cool down: Hedgehog wakes	Lie down, then sit up, as the hedgehog stretches awake and looks up.	Can their bristly shapes respond gently to the jazzy music?