

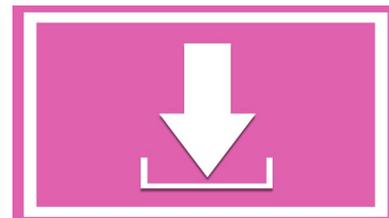


Dance KS1: Time to Move

Spring plants



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.

1: Roots and shoots

Go to webpage



2: Bees and seeds

Go to webpage



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.

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 plants

1: Roots and shoots



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

In the first session of the unit the children explore planting seeds and the things they need to grow. In the second session they explore the role of bees in pollination and different forms of seed dispersal.

Lesson summary:

Session 1 starts with preparing the ground and planting seeds. This is followed with the need for water and the warmth from the sun to promote growth. This is then developed into the shoots growing upwards creating leaves and buds, as the roots spread down into the soil where they draw in the water and nutrients. This is followed by the children finding different ways to represent the rain falling and the sun shining. This is developed into a paired activity where one child is the seed growing and the other represents the weather. This will still work with odd-numbered groups - simply use two children to be seeds and one the weather, or the other way round.

Warm up

Digging a hole and planting a seed. Then travelling to a different location and repeating. Followed by watering each plant.

Individual

Growing upwards and spreading outwards. Raindrop actions with different body parts. Sun's rays stretching outwards.

Pairs

One person is the seed, the other is the weather.

Movement focus:

Body: Bending, travelling, growing

Action: Stretching, balancing, twisting

Space: Random pathways, levels, proximity (around) partner

Dynamics: Steady, sustained, controlled

Relationships: Unison, alternating



Session 1 structure: Roots and shoots

Content	Guidance	Evaluation
<p>Warm up Digging actions followed by dropping a seed into the hole, then re-filling before skipping to a new location and repeating.</p>	<p>Ensure all the children are well spread to start and travel around avoiding each other and any furniture around the edge of the room.</p>	<p>Do the children put effort into the digging action? Do they mime dropping the seed clearly? Are they aware of others when skipping? Can they anticipate the pathway of others and take avoiding action?</p>
<p>Tipping a watering can to pour water onto the seed This involves tilting the torso and using the fingers to suggest water sprinkling.</p>	<p>Mirror any child that finds the tilting action difficult. The wiggling action can be performed with either hand or both hands.</p>	<p>Can the children tilt and wiggle their fingers at the same time (co-ordination)? Can the children maintain their balance in the tilted position?</p>
<p>Arms growing in opposite directions (up and down). To represent the stem and the roots of a plant.</p>	<p>Encourage variety of response, eg twisting, bending or rippling. Describe to the children what you see them doing - eg 'Helen's arms are twisting and turning as they stretch'.</p>	<p>Can they co-ordinate both arms moving at the same time? Can the children find different ways of extending their arms? Do the children sustain the directions?</p>
<p>Remaining on the spot, stretching in different directions To suggest the roots spreading through the soil.</p>	<p>Encourage the children to use different levels and different body parts to lead the action (not just arms). Encourage them to extend the actions fully.</p>	<p>Do the children extend fully? Are they able to control the action and the final shapes? Do the children incorporate other actions such as balancing, turning and expanding?</p>
<p>Growing From a small, crouched position (seed) into a tall thin shape (flower).</p>	<p>Ensure all the children are in a crouched position to start. Guide them to grow steadily and consider how they might represent leaves and a bud.</p>	<p>Can the children retain their balance in the mid-level positions? Do they find ways to suggest the leaves and bud?</p>
<p>Raindrop/watering actions Using different body parts.</p>	<p>Encourage the children to make the actions as large as possible. Gather ideas from the children of other possible ways of representing the water falling.</p>	<p>Can the children co-ordinate different body parts moving in a rapid alternating pattern? Can the children move between different body parts easily and accurately?</p>
<p>Spreading and stretching actions To represent the warmth of the Sun.</p>	<p>Feedback to the children on how they are using their bodies to stretch.</p>	<p>Are they moving with a smooth quality? Do the children incorporate other actions such as curving, rolling or pressing?</p>



<p>Partner work One child represents the seed growing and the other represents the weather.</p>	<p>Ensure that each child is clear which role they are performing. Guide the 'seed' to grow (as previously) and the 'weather' to travel around them performing their raindrop actions and spreading sunshine.</p>	<p>Can the children sustain their role? Do they appear to be working as a pair and responding to each other? Do the children respond appropriately to the musical cues?</p>
<p>Cool down Children relax and take deep breaths.</p>	<p>Encourage the children to listen to the music and relax.</p>	<p>Can the children lie still in a space of their own?</p>



2: Bees and seeds



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The second session covers the importance of bees and their role in pollination as they fly from flower to flower. This is followed by the different shapes and sizes of seeds and how they are dispersed.

Lesson summary:

Warm up

Hands exploring air patterns around the body. Travelling around the room; those standing hold different shapes to represent different plants.

Individual

Different seed sizes and shapes. Followed by seed dispersal.

Pairs

Half the group are still while the other half travel around them.

Movement focus:

Body: Travelling, balancing

Action: Contrasting body shapes, spinning

Space: Random air patterns, sizes and levels

Dynamics: Lightness (dandelion seeds), exploding (geranium seeds)

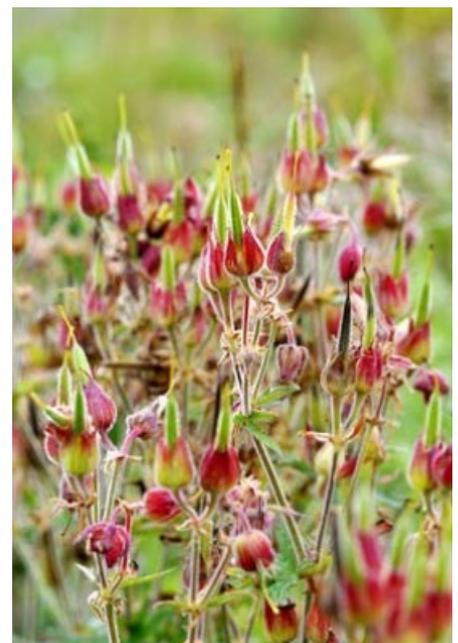
Relationships: Alternating roles



Sycamore seeds



Dandelion seeds



Geranium seeds

Session 2 structure: Bees and seeds

Content	Guidance	Evaluation
<p>Warm up Using the hand(s) to lead curving actions around the body.</p>	Remind children that they can use the space above and behind them as well.	<p>Does the hand appear to lead the action? Does the hand travel in a random pathway? Does the hand pause for moments? Can the children use two hands moving in different pathways?</p>
<p>Half the group hold a shape while the other half travel around them in a random pathway Visiting different flowers as they go.</p>	Ensure that the children holding a shape have space around them for the others to travel freely. Encourage the travelling group to use a variety of travelling actions, feedback to them, eg Josh is galloping, Pina is tiptoeing backwards...	<p>Do the children manage to control and hold their shapes whilst the others are travelling? Do their shapes represent a plant in some way? Do the travelling group move around the room with care? Do the travelling group follow random pathways?</p>
<p>Making the shapes of different seeds</p>	Observe which children respond directly to the instruction.	Do they respond quickly and appropriately to the shape description?
<p>Gliding around the room like dandelion seeds Occasionally settling and then moving on again. The development includes balances prior to the change of direction.</p>	Encourage the children to use their arms softly as they travel and to allow the torso to tilt and twist	<p>Do the children move with a sense of lightness and freedom? Do they control their actions as they gradually come to rest and show impetus as the breeze initiates movement again?</p>
<p>Gentle spinning On the spot (with arms outstretched) descending to the floor.</p>	Ensure that all children have sufficient space to spin without colliding with another person or objects around the room. Encourage the children to spin gently; alternatively they could make their arms spin (as in the rhyme, 'Wind the Bobbin Up').	<p>Can the children remain on the spot when spinning? Can the children spin without falling over? Can the children control their speed? Can the children descend smoothly?</p>
<p>Exploring different ways of spiralling to the floor.</p>	Continually check the children have sufficient space. Feedback how you see some of the children interpreting the sycamore action, eg Kaldip is using his feet.	<p>Do the children follow the instructions accurately? Do the children find original ways of interpreting the action?</p>
<p>Gliding and sliding. Combination of gliding (dandelion seeds) and spiralling (sycamore seeds).</p>	Take this opportunity to observe the children.	<p>Can the children move seamlessly between the two actions? Do they sustain the quality of lightness?</p>



<p>Exploding actions. Starting with just the hands and building to use the whole body. Followed by a period of improvisation.</p>	<p>Encourage the children to change their dynamics into strong and sudden.</p>	<p>Do the children alter the speed and strength of their actions?</p>
<p>Seed combination. Of sycamore seeds (spinning), dandelion seeds (gliding) and geranium seeds (exploding).</p>	<p>Remind the children of the different dynamics for each action.</p>	<p>Can the children move easily between the actions? Can the children alter the dynamics effectively?</p>
<p>Cool down. Stretch and take deep breaths.</p>	<p>Encourage the children to relax and unwind.</p>	<p>Can the children breathe in and out gently and relax their bodies as they listen to the music?</p>