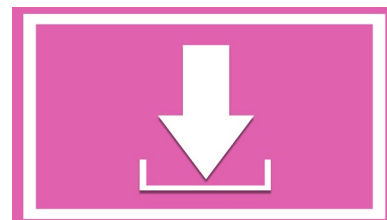


Dance KS1: Time to Move

Summer camping



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)

1: Off we go!

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2: Let's explore!

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3: Midsummer meadow

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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.



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

Summer camping

This unit offers a range of movement sequences exploring a Summer camping holiday: putting up the tent, singing round the campfire, exploring a meadow and splashing in a shallow stream.

1: Off we go!



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dance session as an
mp3 file*

Introduction:

Everyone helps gather together all the different things needed for a camping holiday. When the packing is done, partners set off on their journey from busy city streets to quiet country lanes. Having arrived at the campsite, there's just enough time to put up the tent and collect firewood for the campfire, before snuggling up in a cosy sleeping bag after a long and busy day.

Lesson summary:

Warm up: packing the car

Everyone gathers together their own pile of camping equipment - sleeping bag, pillow, torch, cooking pot, book and tent - travelling through the spaces with quick, busy steps.

The journey

Partners travel through busy city streets, then along twisting country lanes to reach the campsite.

Pitching the tent

Pairs join to make groups of 4. The members of each group link together and stretch out into a tent shape. They hold the shape for a few seconds, then wobble and collapse before repeating.

Campfire - collecting firewood

Everyone skips through the spaces collecting firewood for an imaginary campfire.

Campfire - circle dance

Hold hands and spread out to form one big class circle, or two smaller circles. Keep holding hands and skip sideways round the campfire with the beat of the music - it's 8 side-skips in a clockwise direction, followed by 8 side-skips in the other direction. Repeat to the end of the music.

Goodnight

An exaggerated stretch and yawn before crawling into the tent and snuggling up in a sleeping bag.

Movement focus:

Action: Small, busy steps; rhythmic skipping patterns; group tent shapes; wobble and collapse.

Relationships: Small groups of 5 or 6. Class divided into two equal performance groups, which act and react to one another.

Dynamics: light, happy steps contrast with heavy, tired steps; skipping with the beat of the music.

Space: Travelling through the spaces but always returning to the same spot; group/class circle dance; direct or meandering pathways.

Relationships: Solo; pairs; groups of 4; class or large group circle/s.

Session 1 structure: Off we go!

Content	Guidance	Evaluation
Warm-up: packing the car Everyone gathers together their own pile of camping equipment - sleeping bag, pillow, torch, cooking pot, book, tent - travelling through the spaces with quick, busy steps but always returning to the same spot.	Take a good look around you to remember where to return your camping equipment. Travel to a different part of the room with each section of music. Show how big or heavy each piece of equipment is by the way you move.	Do pupils travel to a different part of the room each time but always return to the same spot? Could you guess the size and weight of each object by the way they carried it?
The journey Partners travel side by side through busy city streets, then along twisting country lanes to reach the campsite.	Listen and respond to the stop/start traffic - jam music. Stay close to your partner as you travel round the roundabouts, and stop or go at the traffic light. Turn together, this way and that, along the twisting country lanes.	Do partners move together at the same time with the music? Can you see the change in the speed and direction of the travelling steps as their journey progresses?
Pitching the tent Pairs join to make groups of 4. The members of each group link together and stretch out into a tentshape. They hold the group tentshape for a few seconds, then wobble and collapse in a heap before repeating the exercise. On the third attempt, all stretch out to make a strong, successful tent shape.	Use your arms and legs to link together and stretch out into large tent shapes. Collapse down carefully onto the floor. Try to stretch out into a different tent shape each time.	Did each group stretch into a convincing tent shape? Did they work together effectively - wobbling and collapsing at the same time?
Campfire - collecting firewood Everyone skips through the spaces collecting firewood for the imaginary campfire in the middle of the room.	Skip to a different part of the room each time with quick, busy steps. Show the weight of the firewood as you carry it back to the campfire.	Does the class use all the space effectively? Is there a difference between the fetching and carrying steps?
Campfire - circle dance Hold hands and spread out to form one big class circle (or two smaller circles). Keep holding hands and skip sideways round the campfire with the beat of the music - it's 8 side-skips in a clockwise direction, followed by 8 side-skips in an anti-clockwise direction. Repeat the skipping pattern to the end of the music.	Wait for the introduction in the music and count the steps in your head as you go. Skip sideways round together with light, bouncy steps. Stay spread out to keep your circle nice and round. Skip with the beat of the music.	Did everyone skip at the right time and in the right direction? Did they keep their circle evenly spaced and round throughout?
Goodnight Exaggerated stretch and yawn before crawling into the tent and snuggling up in a cosy sleeping bag.	Listen carefully and move with the music. Close your eyes and think about the adventures you would like to have on your camping holiday.	Did pupils listen and move with the music? Could they share their imagined adventures?



2: Let's explore!



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dance session as an
mp3 file*

Introduction:

After an energetic warm-up, pupils use an imaginary compass to explore the woods following straight, direct pathways. Next, partners take turns to lead one another across a stream, jumping from one stepping stone to the next before stamping in the water and splashing. Finally, they get back into their class circle/s to skip sideways round the campfire together with light, happy steps.

Lesson summary:

Good morning

Lay down in a space as if snuggled up inside your sleeping bag. With the music, perform an exaggerated yawn and stretch. Wriggle out of your sleeping bag, stand up as you unzip the tent, step outside, yawn and stretch again. Warm-up muscles with energetic star jumps.

Using a compass

Following a chosen route or pathway, walk or skip forwards with the music then stop, turn to face a different direction, and walk or skip forwards again.

The stream: stepping stones

Partners stand one behind the other, taking turns to lead the way across the stepping stones with neat, small jumps; arms stretched out to the sides to balance.

The stream: reflections, stamping and splashing

Partners sit opposite one another and take turns to mirror one another's movements, as if watching their reflection in the surface of the stream. Before returning to the campsite, partners stamp through the shallow stream, scooping up the water to splash one another.

Campfire sequence

Hold hands and spread out in one big class circle (or two smaller circles). Repeat the sideways skipping patterns - 8 skips round to the left side, followed by 8 skips round to the right side - singing or humming along with the tune of the campfire song.

Goodnight

Get back into the tent, close the zip, climb into the sleeping bag, have a big stretch and yawn and snuggle up to dream about your next camping adventures.

Music sequence

Compass; Stepping stones; Reflections, Stamping and splashing.

Movement focus:

Action: walking; skipping; jumps; stamping and splashing; leading and copying; mirroring

Dynamics: quick, busy and energetic; controlled and focused

Space: direct pathways linked by jump-turns; circling patterns

Relationships: solo; pairs; one or two class circle/s

Session 2 structure: Let's explore!

Content	Guidance	Evaluation
<p>Good morning Lay down in a space, as if snuggled up inside your sleeping bag. With the music, perform an exaggerated yawn and stretch, wriggle out of sleeping bag, stand up as you unzip the tent, step outside, yawn and stretch again. Wake up with a few lively star jumps.</p>	<p>Listen carefully and move with the music cues. Make sure you've got plenty of space to work in. Really exaggerate the movements. Keep the star-jumps lively and energetic with the music. Stretch your arms straight out to the sides as you jump your feet apart, and drop them down by your sides as you jump your feet together again.</p>	<p>Did pupils follow the instructions and exaggerate the movements? Did they perform the starjumps in time with the music? Did they feel warmed up and ready for action?</p>
<p>Using a compass Following a chosen route or pathway - walk or skip forwards with the music then stop, turn to face a different direction, and walk or skip forwards again.</p>	<p>Travel forwards each time in a straight line. Check your imaginary compass and turn to face a new direction before travelling forwards again.</p>	<p>Did pupils stop and travel with the music? Did they turn to travel forwards in a different direction each time?</p>
<p>The stream: stepping stones Partners stand one behind the other - taking turns to lead the way across the stepping stones with neat, small jumps; arms stretched out to the sides to balance.</p>	<p>Use your outstretched arms to balance as you jump from one stepping stone to the next to cross the stream. Turn to face the opposite direction - so the other person becomes the leader, and repeat the exercise.</p>	<p>Can the person at the back follow their leader's movements exactly? Does the quality of their actions convey the exciting and adventurous nature of their task?</p>
<p>The stream: reflections, stamping and splashing Partners sit opposite one another and take turns to mirror each other's movements - as if watching their reflection in the surface of the stream. Partners stamp through the shallow stream, using their hands to scoop up the water and splash one another as much as possible!</p>	<p>Decide who's going to lead/copy first. Watch the leader carefully and copy everything they do. The energetic stamping and splashing movements should contrast with the controlled and focused movements of the mirroring sequence.</p>	<p>Is the mirroring sequence smooth, controlled and focused? The contrasting stamping and splashing sequence should feel energetic and free.</p>
<p>Campfire sequence Hold hands and spread out in one big or two smaller class circles. Repeat the sideways skipping patterns - 8 skips round to the left side, followed by 8 skips round to the right side - singing or humming along with the tune of the campfire song.</p>	<p>Hold hands and keep your circle spread out and round throughout. Wait for the introduction in the music and count the steps in your head as you go. Don't lose concentration as you join in with the tune of the campfire song.</p>	<p>Did everyone skip in time with the music and join in with the song? Did they repeat the sideways skipping pattern to the end of the music?</p>



<p>Goodnight Get back into the tent, close the zip, climb into the sleeping bag, have a big stretch and yawn, and snuggle up to dream about your next camping adventures.</p>	<p>Listen carefully and move with the music cues. Exaggerate the movements. Relax your whole body and breathe smoothly and evenly as you imagine your next adventure.</p>	<p>Did pupils respond quickly to the music cues? Could they keep still and focus on smooth, controlled breathing?</p>
<p>MUSIC ONLY: Compass Stepping stones (stamping and splashing) Reflections</p>	<p>The music lasts for about 20 seconds. The music lasts for about 35 seconds. The music lasts for about 30 seconds.</p>	



3: Midsummer meadow



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dance session as an
mp3 file*

Introduction:

After an energetic warm-up, the children use an imaginary compass to search for a nearby meadow following straight, direct pathways linked with quick jump-turns to change direction. Next, half the class performs the gentle swaying movements of tall meadow grasses blowing in the breeze, while the other half travels around and between the grasses like busy, fluttering insects. Finally, the children work in groups of 5 or 6 to develop a sequence based on a chosen outdoor game such as frisbee, cricket, rounders or football.

Lesson summary:

Good morning

Lie down in a space, as if snuggled up inside your sleeping bag. With the music, perform an exaggerated yawn and stretch, wriggle out of sleeping bag, stand up as you unzip the tent, step outside, yawn and stretch again. Warm-up muscles with energetic star jumps.

Using compass

Follow a chosen route or pathway. Walk or skip forwards with a partner then stop, turn to face a different direction, and walk or skip forwards again.

Midsummer meadow

Partners synchronise gentle swaying movements - like tall meadow grasses in the breeze. Partners stay close to one another as they travel busily through the spaces - stretching high and bending low like a fluttering butterfly, a clicking grasshopper, a dashing dragonfly or a busy bee.

Grasses and insects together

Partners. One person sways gently like tall meadow grass while the other person weaves in and out of the spaces like a busy, fluttering insect. Swap roles and repeat.

Camp games

In groups of 5 or 6. Develop a sequence based on the movements of a chosen outdoor game, eg swing-ball, frisbee, cricket or football.

Camp games (dance development)

Select a few key game-playing moves to exaggerate and develop into a group dance.

Cool down

Get back into the tent, close the zip, climb into the sleeping bag, have a big stretch and yawn, and snuggle up to dream about your favourite camping adventures.

Movement focus:

Action: rhythmical walking and skipping; jump turns and body twists; dashing and fluttering.

Dynamics: contrasting gentle and busy movements; sudden versus sustained movements.

Space: using different levels - high, medium and low; travelling between and around; direct and curving pathways; shared and personal space.

Relationships: solo; pairs; groups of 5 or 6; whole class; whole class.

Session 3 structure: Midsummer meadow

Content	Guidance	Evaluation
<p>Good morning Lie down in a space, as if snuggled up inside your sleeping bag. With the music, perform an exaggerated yawn and stretch, wriggle out of sleeping bag, stand up as you unzip the tent, step outside, yawn and stretch again. Wake up with a few lively star-jumps.</p>	<p>Listen carefully and move with the music cues. Make sure you've got plenty of space to work in. Really exaggerate the movements. Keep the star-jumps lively and energetic with the music. Stretch your arms straight out to the sides as you jump your feet apart, and drop them down by your sides as you jump your feet together again.</p>	<p>Did pupils follow the instructions and exaggerate the movements? Did they perform the star-jumps in time with the music? Did they feel warmed up and ready for action?</p>
<p>Using a compass Following a chosen route or pathway - walk or skip forwards with a partner then stop, turn to face a different direction, and walk or skip forwards again.</p>	<p>Walk or skip forwards, next to your partner, to the beat of the music. Check your imaginary compass, turn to face a new direction, then travel forwards again.</p>	<p>Did partners stay next to one another as they travelled forwards with the music? Did they turn, ready to travel in a different direction, each time the music stopped?</p>
<p>Midsummer meadow Partners synchronise gentle swaying movements - like tall meadow grasses moving in the breeze. Partners stay close to one another as they travel busily through the spaces, stretching high and bending low like a fluttering butterfly, a clicking grasshopper, a dashing dragonfly or a busy bee.</p>	<p>Stand opposite partner with feet about shoulder width apart to help you balance. Sway body forward and back, and from side to side. Synchronise moves with partner - eg as one person sways to the left, the other sways to the right. Decide which insect you're going to be and select appropriate movements. Stay close to your partner but use all the space throughout the room.</p>	<p>Did partners convey the contrasting qualities of the gentle swaying and busy travelling movements? Could you tell what insect they were by the way they moved? Did partners stay close to one another as they travelled through the spaces?</p>
<p>Grasses and insects together Partners. One person sways gently like tall meadow grass, while the other person weaves in and out of the spaces like a busy, fluttering insect. Swap roles and repeat.</p>	<p>Tall grasses should be spaced evenly throughout the room. Busy insects should stretch and bend to use different levels as they travel through the spaces.</p>	<p>Did the insects use the space well - travelling busily between and around the swaying grasses?</p>



<p>Camp games In groups of 5 or 6. Develop a sequence based on the movements of a chosen outdoor game: swing-ball, frisbee, cricket or football.</p>	<p>Group members mime different actions, gestures and movements associated with their chosen game - interacting with one another.</p>	<p>Did group members co-operate and work well together?</p>
<p>Camp Games (dance development) Select a few key gameplaying moves to exaggerate and develop into a group dance.</p>	<p>Vary the speed and direction of movements. Group members could perform some moves together and some one after the other.</p>	<p>Did they select appropriate key moves to develop their sequence? Did they make the sequence varied and interesting to watch?</p>
<p>Cool down Get back into the tent, close the zip, climb into the sleeping bag, have a big stretch and yawn, and snuggle up to dream of your favorite camping adventures.</p>	<p>Listen carefully and move with the music cues. Exaggerate the movements. Relax your whole body and breathe smoothly and evenly as you remember your favorite adventures.</p>	<p>Did pupils respond quickly to the music cues? Could they keep still and focus on smooth, controlled breathing? Could they describe their favourite adventure/s to one another?</p>