

Dance KS1: Time to Move

The Brave Tin Soldier



1: Tin soldiers

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2: The incredible adventure

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Using *Time to Move*

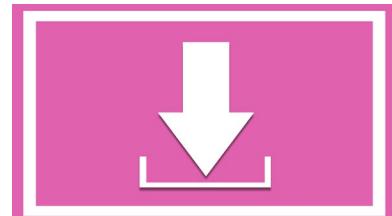
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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

The Brave Tin Soldier

1: Tin soldiers



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

Introduction:

A unit of two sessions with dance sequences inspired by the story of *The Brave Tin Soldier* by Hans Christian Anderson, written in 1838.

Lesson summary:

1: Warm up:

Strong, rhythmic marching steps on the spot and then travelling in straight lines through the spaces; using sharp, accurate turns to change direction.

2: Marching soldiers:

In groups of 4 or 6, practise marching in different formations - eg long follow-the-leader line, 3 rows of 2, and 2 rows of 3.

3: The paper dancer:

Light, graceful, delicate movements; twisting and turning along gently curving pathways.

4: Midnight magic:

‘...the people of the house went to bed. Then the playthings began to have their own games together...’ Partners develop a sequence inspired by the movements of different toys - eg a spinning top, a jack-in-the-box, a rocking horse, a ball, etc.

5: Cool down:

The toys gradually slow down their movements until they eventually fall asleep. Focus on deep, gentle breaths to relax body.

Session 1 structure: Tin soldiers

Content	Guidance	Evaluation
<p>Warm-up First, practise strong, rhythmic marching steps on the spot. Then, march in straight lines through the spaces, using sharp, accurate turns to change direction when necessary.</p>	<p>Maintain a strong, upright posture and forward focus. Keep your body straight but let your arms swing rhythmically by your sides as you march.</p> <p>March forwards in a straight line, turning sharply to change direction when you meet another person, obstacle or wall.</p>	<p>Do pupils maintain a strong upright posture and forward focus, even when travelling?</p> <p>Can they march in time with the music?</p> <p>Are the turns sharp and in time?</p> <p>Do pupils use the space well and avoid bunching in small areas?</p>
<p>Marching soldiers In groups of about 6, practise marching together in different parade formations: follow the leader line, 3 rows of 2, and 2 rows of 3. Follow the music to march in time with the rest of your group. Each time the music stops, each group gets into a different group formation, ready to repeat the marching steps.</p>	<p>Make sure you have enough room to march without touching or bumping others in your group. Keep your back straight and your head up.</p> <p>Lift your knees high and swing your arms as you march through the spaces.</p> <p>Focus on moving at the same time as the rest of your group, and on maintaining your formation as you travel.</p>	<p>Does each group maintain its parade formation as it marches through the spaces?</p> <p>Do group members work well as a team?</p> <p>Do they maintain upright posture and forward focus?</p> <p>Is the overall effect strong, rhythmic and disciplined?</p>
<p>The paper dancer Light, graceful, flowing movements; on the spot and then twisting and turning along gently curving pathways.</p> <p>Start with light, graceful movements on the spot - turning round on tiptoe, reaching high or bending low with outstretched arms. Then use the above movements to travel along gently twisting and turning pathways through the spaces.</p>	<p>Tiptoe along curving pathways with small, silent steps.</p> <p>Let your outstretched arms lead the twisting and turning movements.</p> <p>Your movements should look smooth, continuous and graceful.</p>	<p>Are the movements light and graceful but also controlled and confident?</p> <p>The light, flowing quality of this sequence should contrast with the strong, direct quality of the soldiers' marching steps.</p>
<p>Midnight magic ‘...the people of the house went to bed. Then the playthings began to have their own games together...’ Partners develop their own movement sequence inspired by different toys - eg a spinning top, a jack-in-the-box, a rocking horse, a ball, etc.</p>	<p>Each pair chooses one or two toys, then selects appropriate movements to link, exaggerate or repeat to create a sequence.</p> <p>Keep the movements light, playful and energetic.</p>	<p>Can you identify which toy/s each pair based their sequence on?</p> <p>Do partners work well together to create an effective sequence?</p> <p>Can they set the sequence and perform it with confidence?</p>
<p>Cool down The toys gradually slow down with the music and then fall asleep.</p>	<p>Listen carefully and slow your movements in line with the music. Relax your body with deep, gentle breaths in through the nose and out through the mouth.</p>	<p>Can pupils match the speed of their movements to the speed of the music?</p> <p>Pupils should feel calm and relaxed.</p>



2: The incredible adventure



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Lesson summary:

1: Warm-up:

Repeat the strong, rhythmic marching steps from the previous session. Stress the importance of marching in straight lines with sharp, accurate turns to change direction.

2: The naughty goblin:

Small, light, creeping steps through the spaces with sly, mischievous body shape, gestures and facial expressions. Finish with a strong, sudden pushing action as the naughty goblin pushes the tin soldier out of the window.

3: The incredible adventure:

A sequence of movements cued by changing music and sound effects: rocking up and down and turning around in a paper boat; travelling slowly along a dark, scary drain tunnel; falling from the drain tunnel into a canal and being swallowed by a fish; inside the fish... 'The fish swam to and fro, making the most wonderful movements...'

4: Home again:

Half the class perform the strong, direct marching steps with sudden turns of the tin soldier. Then the other half perform the light, flowing, twisting and turning steps of the paper dancer. Swap groups and repeat.

5: Cool down:

Walk slowly through the spaces with small, silent steps along either straight or curving pathways. Take deep, gentle breaths to relax.

Session 2 structure: The incredible adventure

Content	Guidance	Evaluation
<p>Warm-up Repeat the strong, rhythmic marching steps from the previous session. Stress the importance of marching in straight lines with sharp, accurate turns to change direction.</p>	<p>Maintain a strong, upright posture and forward focus. Keep your body straight but let your arms swing rhythmically by your sides as you march. March forwards in a straight line; turning sharply to change direction when necessary.</p>	<p>Do pupils perform the sequence with confidence? Can they march, turn sharply, then march again in time with the music? Do they use the space well?</p>
<p>The naughty goblin Small, light, creeping steps through the spaces with sly, mischievous body shape, gestures and facial expressions. Finish with a strong, sudden pushing action as the naughty goblin pushes the tin soldier out of the window.</p>	<p>Hunch the top half of your body forwards and keep looking over your shoulders as you creep mischievously through the spaces. Rub your hands together and raise your eyebrows as you show off a crafty, knowing grin. Listen for the music cue to perform the strong pushing at the end.</p>	<p>Do pupils clearly convey the mischievous nature of the naughty goblin? Do they respond quickly to the final music cue? Do they select an appropriate and effective finishing position?</p>
<p>The incredible adventure A sequence of movements cued by a sequence of music and sound effects: a. Rocking up and down and turning around in a paper boat b. Travelling slowly along a dark, scary drain tunnel c. Falling from the drain tunnel into a canal and being swallowed by a fish d. Inside the fish, travelling to and fro with wonderful movements.</p>	<p>Listen carefully and respond quickly to the different music cues and sound effects. a. Relax your body as you rush haphazardly through the spaces; rocking, swaying and turning as you go. b. Tense your muscles and use your hands to feel your way along the dark, scary tunnel with small, careful steps. c. Bend your knees and sink down to a crouching position close to the floor. Slap the floor with both hands as the fish swallows the tin soldier. d. Travel smoothly through the spaces with fluid, continuous movements.</p>	<p>Can pupils remember the sequence and perform it with confidence? Do they move smoothly from one part of the sequence to the next? Do they use movement quality and body tension to reflect mood and situation?</p>



<p>Home again Half the class perform the strong, rhythmic marching steps of the tin soldier; marching along straight lines with sharp, accurate turns to change direction whenever necessary. Then the other half perform the light, flowing steps of the paper dancer; twisting and turning along gently curving pathways. Swap groups and repeat.</p>	<p>Show the stark contrast between the strong, direct marching steps of the tin soldier and the light, free-flowing steps of the paper dancer. Travel along clear pathways; either straight (tin soldier) or curving (paper dancer).</p>	<p>Is there a clear contrast in the quality of movements and selected pathways for the tin soldier and the paper dancer?</p>
<p>Cool down Walk slowly with small, silent steps along either straight or curving pathways. Take deep, gentle breaths to relax.</p>	<ul style="list-style-type: none"> - Travel along a clear pathway; straight or curving. - Relax your body; breathing slowly and deeply. 	<p>Pupils should feel calm, relaxed and ready.</p>



Click to listen to David Tennant reading our adaptation of *The Brave Tin Soldier* by Hans Christian Andersen.