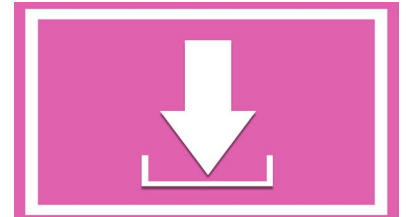


Dance KS1: Time to Move

The Hare and the Tortoise



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: Ready, steady, go!

Go to webpage



2: Fast and frantic, or slow and steady

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



The Hare and the Tortoise

Introduction

An enjoyable dance adaptation of the fable by Aesop, the storyteller famous in Ancient Greece. This version has elements from several variations of the story (eg from La Fontaine) and is in the spirit of early films, cartoons and animations. The context is a forest sports day, in anticipation of school sports days in the summer term. It takes place as an obstacle race under, over, through and around countryside features such as rock, log, brook, mud, bridge, etc.

As well as the Hare and Tortoise characters, there are opportunities to move like small forest animals - eg fox, owl, squirrel, sparrow, snail, beetle, etc - who help out with warm-ups, pre-races, laying out the course, acting as prop-obstacles, cheering and partying.

The Hare and the Tortoise would make an excellent piece for performance to other classes or parents. To help to adapt in your own way and for extra ideas, the children could find a range of versions and illustrations in your school and local libraries, as well as numerous adaptations on the internet, each one different. As a starter you could explore BBC Teach's own adaptations of the story: this [animated text version](#) and this [audio only version](#) of the same adaptation.

The music and dance styles are influenced by the 20s / 30s jazz age, with lots of fun steps and moves, some influenced by Dixieland, Charleston, Blues, Blackbottom, Foxtrot, Tango and Boogie Woogie, with plenty of contrast in mood and tempo.



1: Ready, steady, go!



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

Introduction

At a fantasy forest sports day everyone prepares with exercises, then groups of animals try out an obstacle course with fun race actions. Hare challenges Tortoise to see who is the faster.

In pairs, the children get ready for a race at the starting line then...they're off, each at their different speeds, Hare sprinting madly, Tortoise plodding steadily. All dance individually as Hare (jumpily and jazzily), then as Tortoise (slowly and bluesily).

Lesson summary:

Warm-up: Stretches, jogging and star jumps

General sporty warm-up actions, as if for own school sports day: low and high stretches, jogging through the forest and star jumps. Laying out the obstacle course. Setting out and moving over, under, around and through imaginary obstacles as a follow-my-leader. Then return back the other way - following whoever was at the end - with fun race actions.

The challenge: Hare v Tortoise

In pairs, on the spot, contrast the general movement styles of Hare (fast and frantic boogie) with Tortoise (slow and steady blues).

Get ready...steady...

The pairs set off, each at their own pace, as the race begins.

Go, Hare, go!

All perform as Hare, moving like the wind, sprinting, dashing, darting and developing actions into dance patterns and angular shapes, with extra twirls and head nods.

Go slow, Tortoise (cooling down)

Moving with hands-on-knees, step by step, plodding along with rounded back, slowly and steadily.

Movement focus:

Body: Stretches, safe sprinting, careful plodding with rounded back and bent legs.

Action: Negotiating obstacles.

Dynamics: Contrasting 'fast and frantic' with 'slow and steady'.

Space: Varied pathways; moving over, under, around and through.

Relationships: Group co-operation, follow-the-leader, contrasting pair work.



Session 1 structure: Ready, steady, go!

Content	Guidance	Evaluation
Warm up: Forest sports day	General sporty warm-up actions, as if for own schools sports day: low and high stretches, jogging through the forest, star jumps.	Do the movements show contrast in size, speed and strength?
Laying out the obstacle course	In groups of 5-6. The story is introduced as a 'crazy race', a kind of wacky fantasy scene. Focus on setting out and moving over, under, around and through imaginary obstacles as a follow-my-leader. Then return back the other way - following whoever was at the end - with fun race actions (eg sack race jumps, egg and spoon, hopping, skipping etc).	Is everyone co-operating? Are your movements influenced by a particular animal?
The challenge: Hare v Tortoise	In pairs, on the spot, contrast the general movement styles of Hare (fast and frantic) with Tortoise (slow and steady). Hare's music is a fast boogie, Tortoise's a slow blues.	Is everyone responding appropriately to the music cues?
Get ready...steady...	Still in pairs, Hare cleans paws, twitches nose, trims nails, sleeks back whiskers etc. Tortoise has a rounded back (hard shell), with head poking forward and back (munching grass perhaps), digging feet in ground etc. The pairs set off, each at their own pace, as the race begins.	Are the movements performed in time with the music?
Go, Hare, go!	All perform a dance as Hare, moving like the wind, sprinting, dashing, darting, whooshing etc. Focus on body parts and develop actions into dance patterns, hopping, jumping and making arms and legs into angular shapes. You can add twirls and head nods.	Is everyone keeping with the boogie beat, moving jumpily, jerkily and jazzily?
Go slow, Tortoise (cooling down...)	Move with hands-on-knees, step by step, plodding along with rounded back, slowly and steadily.	Are you travelling slowly and swivelling your body, with legs bent and apart?



2: Fast and frantic, or slow and steady



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Introduction:

After recapping the sports day exercises the race continues through the countryside and by the riverside, with children linking together to make more obstacles for Hare and Tortoise to go round, though, under, over, etc. But Hare takes a break by the garden gate and falls asleep. Meanwhile, Tortoise progresses slowly and steadily. Encouraged by the other forest animals, Tortoise is first across the finish line. Hare arrives too late but his disappointment turns to a dance of slow motion congratulations. We end with a summer party, all dancing cartoon-style.

Lesson summary:

Warm up: Recap forest sports day.

Quick recap of forest animals sports day exercises: stretches, jogging and star jumps.

Fast and frantic, or slow and steady?

Recap of Hare and Tortoise movements from the first programme in this unit.

Rocks and logs, brooks and bridges.

In groups, with a Hare and a Tortoise negotiating their way around, under, through, over and under with small animals acting as countryside 'props' or obstacles.

Hare takes a break by the garden gate.

All take a breather as Hare wanders off to sniff meadow flowers and nibble carrots, ending in a snooze.

At the finish line

With the class divided in two, each half creates a 'scene', with Tortoise arriving at the finishline, and two rows of small animals making encouraging actions. Then everyone dances in role as Hare, waking up, rushing to the finish, then turning his disappointment into slow motion congratulations.

Summer party

Everyone moves around the room freely, with greeting gestures and celebration movements.

Music extras

Three short music items to practise and rehearse your dances: 'Tortoise at the finish line', 'Hare in a panic', and 'Hare at the finish line'.

Movement focus:

Body: Whole body actions.

Action: Stepping and gesture, extension and contraction, contact and stillness.

Dynamics: Gentle and light contrasted with strong and heavy.

Space: Shape, direction and levels.

Relationships: Individual and small group.



Session 2 structure: Fast and frantic, or slow and steady?

Content	Guidance	Evaluation
Warm up: stretches, jogging and star jumps	Quick recap of forest animals sports day, obstacle course, etc.	Do the movements show contrast in size, speed and strength?
Fast and frantic, or slow and steady?	Recap of Hare and Tortoise movements from the first session in this unit.	Is everyone responding appropriately to the music cues?
Rocks and logs, brooks and bridges	In groups, with a Hare and a Tortoise, and small animals acting as countryside 'props' to move around, under, through, etc. A sequence of more detailed movements, as Hare and Tortoise negotiate the 'obstacles'. They plan their route in pairs, deciding on different ways of travelling around, over, under, through, etc.	Are the small animals creating suitable shapes for rock, log, brook, bridge etc? Are Hare's and Tortoise's speeds and actions different from each other?
Hare takes a break by the garden gate	All take a breather as Hare, wandering off to sniff meadow flowers and nibble carrots, ending in a snooze.	Are the foot movements in waltztime?
At the finish line	The class divides into two, each half to create a 'scene', with two rows making the sides for a central race-track. (Teacher to decide a Tortoise for each half class). Along this route, Tortoise arrives. Small animals 'cheer' (silently) and make encouraging actions, eg jumps, air punches, waving hands high or side-to-side, Mexican wave, pretend shouts, hands round mouth etc. Then everyone dances as Hare, waking up, rushing to the finish, and finally turning his disappointment into slow motion congratulations.	Half the class can perform this at a time (with the other half as spectators). Can each half make useful comments about the other's performance?
Summer party	Everyone moves around the room freely, with greeting gestures etc. Celebration movements, travelling in and out. If time, some small groups could develop the above actions into a cheerleading sequence, which could be performed on signal in random groups.	Are there plenty of interactions with other animals 'in passing', like at a party or celebration?
MUSIC ONLY:		
Tortoise at the finish line	The music lasts about 20 seconds.	
Hare in a panic	The music lasts about 30 seconds.	
Hare at the finish line	The music lasts about 40 seconds.	