

Dance KS1: Time to Move

The Pied Piper of Hamelin



1: Rats everywhere!

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3: The children follow

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Using *Time to Move*

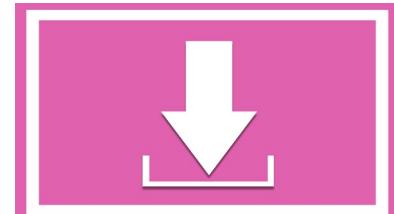
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

Feedback

You can contact us at: teach.bbc@bbc.co.uk

The Pied Piper of Hamelin

1: Rats everywhere!



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dance session as an
mp3 file*

Lesson summary:

Warm up

Travel around the space to show the River Weser flowing along past Hamelin. Choose your own way of moving, responding to the music.

Work at the market

Move around the space, pushing, pulling, or carrying, as though you are working hard at the market. Stop and hold a pointing pose when you see a rat.

Scurry round as a rat

Travel around the space quickly, as though you are a rat, exploring the market place.

Scurry around with your partner

Travel around the space with your partner, as though you are both rats exploring the market.

Cats search for rats

Prowl around the space, as though you are a cat searching for rats. Leap away, when a rat startles you.

Rats and cats

Divide the class into two groups. Half are the rats and half are the cats. Take it in turns to move around the space.

Cool down

Lie down and stretch, then curl up small. Imagine you are a rat, curled up fast asleep in a gentleman's best Sunday hat!

Movement focus:

Body: Moving with control around the space, arms, legs, head, shoulders, hands and feet.

Action: Leaping, turning, scurrying, creeping, stretching up high and down low, bending and straightening knees, stepping in time

Dynamics: Quick, light footsteps, sudden changes of direction

Space: Making a curvy pathway, using high and low levels

Relationships: Working with a partner, alone and in a big group

Session 1 structure: Rats everywhere!

Content	Guidance	Evaluation
<p>Warm up Travel around the space, to show the River Weser, flowing along past Hamelin. Choose your own way of travelling, responding to the music.</p>	<p>Encourage the children to move with light footsteps. They can add turns and changes of direction, reaching up high and dipping down low. They could show the river in different ways - eg by being a fish swimming in the water, or a branch or leaf being carried along in the current.</p>	<p>Can the children respond imaginatively to the music and convey the impression of the fast-flowing river?</p> <p>Are they able to make their own pathway, working independently, as they move through the space?</p>
<p>Work at the market Move around the space, pushing, pulling, or carrying, as though you are working hard at the market. Stop and hold a pointing pose, when you see a rat.</p>	<p>Help the children to really think about what they are doing and how they are moving - leaning forward to push a barrow, pulling hard on a handcart, or hunched over to carry a sack of wheat.</p>	<p>Can they work independently and use their imagination to show what is happening in the market?</p> <p>Are they able to clearly show their different pushing and pulling movements?</p>
<p>Scurry around as a rat Travel around the space, quickly, as though you are a rat, exploring the market place.</p>	<p>The children should sniff the air, flutter their fingers as their whiskers, tuck in their elbows and curl up their fingers as their claws. Move with quick, light footsteps.</p>	<p>Are they able to move independently around the space, making their own pathway?</p> <p>Can they clearly convey the character of the rat?</p>
<p>Scurry around with your partner Travel around the space with your partner, as though you are both rats exploring the market.</p>	<p>The children need to scurry with light footsteps, making sure that one person follows the other. They should leap up at the same time as each other, when they reach the food.</p>	<p>Can the children respond to the different instructions, so that they first scurry, then creep, then leap up high?</p> <p>Are they able to move with their partner, working co-operatively?</p>
<p>Cats search for rats Prowl around the space, as though you are a cat searching for rats. Leap away, when a rat startles you.</p>	<p>Step with light, silent footsteps and look carefully from side to side, as you search for the rats. Crouch down low, ready to pounce.</p>	<p>Are the children moving silently and with measured, light footsteps through the space, making their own pathway?</p> <p>Can they respond imaginatively to the music and instructions?</p>
<p>Rats and cats Divide the class into two groups. Half are the rats and half are the cats. Take it in turns to move around the space.</p>	<p>The children need to remember the actions that they have been practising for the rats and cats. They should try to be expressive: cats need to be ready to arch their backs and hiss and rats should be ready to turn quickly, show their teeth and scare away the cats!</p>	<p>Are they able to hold their frozen poses, when the other group has a turn?</p> <p>Can they move around at the same time as the rest of their group, using the whole space?</p>
<p>Cool down Lie down and stretch, then curl up small. Imagine you are a rat, curled up asleep in a gentleman's best hat!</p>		



2: The rats are led away



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Lesson summary:

Warm up

With your partner, move around the space in different ways, to show the fast-flowing River Weser.

Be a rat with your partner

Moving around the space with your partner, show the rats exploring the market.

The Mayor walks grandly

Move around the space proudly as though you are the Mayor.

The Mayor and town councillors see the rats

The class divides in half. Half the class are the rats and the other half are the Mayor and town councillors. Each group takes it in turns to move around the space.

The Pied Piper plays his pipe

The children skip on their own around the space, as though they are the Piper playing his pipe.

The rats are under the Pied Piper's spell

The children curl up, then uncurl slowly and stand up. They then walk forward as though they are under the Pied Piper's spell.

The rats follow

The teacher picks one person to be the Pied Piper. Divide the rest of the class into four groups. Each group follows the Piper in single file, until eventually everyone is skipping in a long line.

The rats leap into the river

Working independently, the children leap up high, as though they are the rats, leaping into the river.

Cool down

Lie down and imagine that you are one of the townspeople, lying in your cosy bed. You can't hear the rats anymore. Where have they all gone?

Movement focus:

Body: Using arms, legs and feet, head, hands, feet, fingers

Action: Jumping, skipping, scurrying, turning, stretching, stepping

Dynamics: Contrasts in speed, stretching up high, crouching down low, moving quickly with sharp movements

Space: Moving with control around the space. Using different levels and exploring different ways of making pathways

Relationships: Working alone, with a partner and in a group

Session 2 structure: The rats are led away

Content	Guidance	Evaluation
<p>Warm up With your partner, move around the space in different ways, to show the fast-flowing River Weser.</p>	<p>Encourage the children to think about all the different ways they could move and what they could be. They could be the swirling leaves or branches of a tree, carried along in the current, or even the water of the River Weser itself.</p>	<p>Can they make their own pathway with their partner? Are they able to use different levels? Can they move gracefully and show changes of direction?</p>
<p>Be a rat with your partner Moving around the space with your partner, show the rats exploring the market.</p>	<p>Flutter your fingers to twitch your whiskers, sniff the air and bend your knees to jump up as high as you can with your partner.</p>	<p>Are the children able to stay with their partners, as they move around the space? Can they remember their actions from last time and clearly show the characters of the mischievous rats?</p>
<p>The Mayor walks grandly Move around the space proudly as the Mayor.</p>	<p>The children need to walk grandly around the space. They should walk slowly, and hold their head up high.</p>	<p>Can they step in time to the strong beat of the music? Can they hold their bodies upright, with good posture, to show how important the Mayor is?</p>
<p>The Mayor and councillors see the rats The class divides in half. Half the class are the rats and the other half are the Mayor and town councillors. Each group takes it in turns to move around the space.</p>	<p>Help the children to remember the moves that they have been practising and put them together into a dance sequence. They should be able to hold their frozen position when the other group is moving.</p>	<p>Can the children remember and improve upon the moves that they were practising before? Are they able to show contrasting movements - fast scurrying versus slow, measured steps, as they depict the characters of the rats and the Mayor and town councillors?</p>
<p>The Pied Piper plays his pipe The children skip on their own around the space, as though they are the Pied Piper playing his pipe.</p>	<p>The children need to skip with light footsteps, lifting their legs up high.</p>	<p>Can the children make their own pathways, using all the space and not following anyone else? Are they able to skip in time?</p>
<p>The rats are under the Pied Piper's spell The children curl up, then uncurl slowly and stand up, then walk forward as though they are under the Pied Piper's spell.</p>	<p>Encourage the children to uncurl and step forward as slowly as they can - they need to have wide eyes and serious faces, as though they are in a dream.</p>	<p>Can they move smoothly and with control? Are they able to respond appropriately to the slow, dream-like music?</p>
<p>The rats follow The teacher picks one person to be the Pied Piper. Divide the rest of the class into four groups. Each group follows the Piper in single file, until eventually everyone is skipping in a long line.</p>	<p>The children need to make sure that they are skipping one behind the other. They should also skip at the same pace as everyone else in their group.</p>	<p>Can the children stay together, as they make their long, skipping line through the space? Are they able to keep up the same pace and maintain their energy until the music stops?</p>

<p>The rats leap into the river Working independently, the children leap up high, as though they are the rats, leaping into the river.</p>	<p>Encourage the children to stand in a space of their own. They should listen carefully to the build-up in the music before they leap.</p>	<p>Can they leap with lots of energy, at the right moment in the music? Are they able to first bend their knees, then leap up really high?</p>
<p>Cool down Lie down and imagine that you are one of the townspeople, lying in your cosy bed.</p>		

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3: The children follow

Lesson summary:

Warm up with a partner

One child is the Pied Piper and the other is a rat, following him through the streets as he plays his pipe.

The river swirls around the rats

Working with your partner, one person is the water of the river and the other is the rat struggling to swim.

The townspeople celebrate

With your partner, do a spinning, celebration dance.

The townspeople clear up

Working on your own, paint, sweep and clean away the mess made by the rats.

The Mayor and town councillors walk around the town, while the townspeople clear up

The children divide into two groups - townspeople and Mayor / town councillors. They take it in turns to move on the spot and around the space.

The children hear the Pied Piper's music

Do your playing actions, then turn to walk towards the Pied Piper's music.

The children follow the Pied Piper's

One person is the Pied Piper and the others join a skipping line one-by-one behind the Piper.

Rise up as the big hill

Working with a partner, stretch up high as you can as the big hill.

A door in the hill opens

Working with a partner, using arms to show the door opening in the hill.

The children see a beautiful garden

Moving around the space as the things the children see in the garden.

Cool down

Lie down on the floor and think what the ending could be to the story.



Movement focus:

Body: Moving with control around the space, using arms, legs, fingers, head

Action: Jumping, hopping, skipping, throwing, turning, walking proudly, scurrying, stretching up high and dipping down low

Dynamics: Slow and steady, quick and light footsteps, stepping in time

Space: Making a curvy pathway, stretching high, changing direction

Relationships: Working with a partner, a group and alone

Session 3 structure: The children follow

Content	Guidance	Evaluation
<p>Warm up Warm up with a partner. One child is the Pied Piper and the other is a rat following him, through the streets of Hamelin, as he plays his pipe.</p>	Encourage the children to remember how they moved last time - scurrying quickly for the rats and skipping with light footsteps for the Pied Piper.	Can the children clearly show the different characters of the rat and the Pied Piper? Are they able to stay together with their partner, as they move through the space?
<p>The river swirls around the rats Working with your partner, one person is the swirling water of the River Weser and the other is the rat, struggling to swim, then being swept away by the strong current</p>	The river people need to move in big circles around their partners. Encourage the rat people to paddle their arms quickly and move their legs up and down on the spot, as they show the rats trying to swim in the water.	Can the river people use different levels - reaching up high, then dipping down low, as they circle their partners?
<p>The townspeople celebrate With your partner, do a spinning, celebration dance.</p>	Encourage the children to face their partners to start with and to hold hands. They need to listen to the instructions, so that they know when to change direction.	Can the children spin one way, then change direction quickly together, to spin the other way? Are they able to skip with light footsteps and lots of energy?
<p>The townspeople clear up Working on your own, paint, sweep and clean away the mess that the rats have made.</p>	Encourage the children to swish their brush up and down with big movements if they are painting, hammer in time if they are blocking up holes and lean forward to sweep with big arm movements, when they clear away the mess.	Can they respond imaginatively and enthusiastically to the different tasks?
<p>The Mayor and town councillors walk around the town, while the townspeople clear up. The children divide into two groups: townspeople and Mayor / councillors. They take it in turns to move on the spot and then around the space.</p>	Encourage the children to remember the movements that they have practised before. They need to hold their poses really still, while the other group has a turn at moving.	Can they work together in their big groups, to show the Mayor and townspeople going about their business? Are they able to respond imaginatively to the music? Can they have happy expressions on their faces?



<p>The children hear the Pied Piper's music Do your playing actions, then turn to walk towards the Pied Piper's music.</p>	<p>Help the children to choose a playing action - eg they could be throwing a ball up in the air and catching it, or they might be skipping with a skipping rope.</p>	<p>Can the children move very slowly, in a controlled way, as though they are in a dream? Are they able to respond appropriately to the soft, gentle music?</p>
<p>The children follow the Pied Piper Pick one person to be the Pied Piper. The rest of the class divide into four groups. One by one, each group joins the skipping line following the Piper.</p>	<p>The children need to make sure they are skipping in single file and at the same time and pace as each other. They need to try to stay together in their long line. They should move with light footsteps and lift their legs up high to skip after the Pied Piper. Encourage the children to be ready for their turn, so that they can join the back of the line straight away. It will help if they are standing ready in a line with the rest of their group.</p>	<p>Can the children work together as a whole class, as they skip through the space? Are they able to keep up their skipping until the music ends, moving at a consistent pace?</p>
<p>Rise up as the big hill Working with a partner, stretch up high as high as you can as the big hill.</p>	<p>Encourage the children to face each other, hold hands with their partner and to stretch up high, arms straight above their heads.</p>	<p>Can the children stretch up really high, arms outstretched? Can they work cooperatively with their partner? Are they able to hold their pose?</p>
<p>A door in the hill opens Working with a partner, stretch out your arms, to show the door opening in the hill.</p>	<p>The children need to stretch out one arm by their side, swing it back, then step apart, as though they are the door opening.</p>	<p>Can the children continue to work co-operatively together? Are they able to respond imaginatively to the dramatic music, clearly showing the door open in the side of the hill?</p>
<p>The children see a beautiful garden Working independently, move around the space as the wonderful things that the children see in the garden.</p>	<p>Encourage the children to really think imaginatively about what could be in the garden – they could be one of the flowers opening, a bee buzzing around, a bird, or even a flying horse! They need to decide quickly, before the music begins.</p>	<p>Can the children showing the different things that they imagine in the garden? Are they able to explore a variety of movements, using different levels and different parts of the space?</p>
<p>Cool down Lie down on the floor and imagine what you think the ending could be to the story.</p>		

