

Dance KS1: Time to Move

The pond in spring



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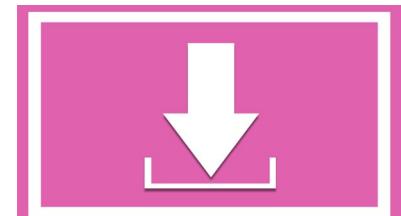
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

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 Teachers' 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 pond in spring

Introduction

This unit offers a chance to explore some of the changes that happen at a pond in spring and the movements of animals and plants children might see there. We begin with tiny, squiggly under-water microscopic creatures, elegant insects on the surface and some different kinds of water-plants, using movement and dance in groups to discover how they all interact.

The second session features bouncing amphibians - especially hopping frogs, some jazzy toads on a hazardous journey and newts that just have to show off. The children then twist, turn, stretch and roll like grass snakes.

The final session of the unit introduces bird life - especially the movement of swooping swallows, a high-stepping heron watching and waiting for food, ducks and ducklings waddling in a follow-my-leader line and small birds splashily washing their feathers. The unit concludes with a dance sequence highlighting how everything is linked in a food chain, from microscopic creatures, to flies and insects, to amphibians, to grass snakes and eventually to the heron.



1: Underwater action



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Lesson summary:

Microscopic movers

- Water worms: quick, wriggling movements of fingers and toes.
- Hydra: slowly stretch out arms and legs to show the hydra's long, wavy tentacles.
- Water bear: travel in a wide shape - outstretched arms and legs - with slow, heavy steps.
- Other arthropods: bend and straighten arms and legs to travel through the spaces with light, springy steps.

Surface skaters:

- Water boatmen: travel forwards or backwards with powerful swimming arms.
- Water striders: high, graceful steps like a prancing pony.
- Water crickets: small, quick, scuttling steps.

Water plants:

- Reeds and rushes: stand tall and straight and sway gently from side to side.
- Floating waterlilies: curl up small and slowly unfold your body to stand up tall with arms stretched out to sides.
- Underwater weeds and algae: gather in small groups to form clusters of pondweed gently swaying in the current.

Plants and insects:

- Class is divided into two groups to move like their chosen plants or insects - performing one group at a time, and then both groups together.

Movement focus:

Action: contrasting travelling steps - prancing / scuttling / stamping; focused movements of isolated body parts - fingers and toes; travelling in a wide shape; strong, powerful swimming actions contrast with slow, sustained arm stretches.

Dynamics: contrasting quick, light movements with slow, heavy movements; sudden springy moves / flowing, sustained moves.

Space: moving around and between other dancers; awareness of the group - watching and using the space effectively.

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

Session 1 structure: Underwater action

Content	Guidance	Evaluation
Warm up: Pond dipping wrigglers	Wriggling fingers like squiggly underwater animals, then stretching, bending and dashing to new spaces.	Focus on quick, light movements of fingers and toes with small, light steps to dash suddenly to a new space.
Microscopic movers	Moving like water worms (finger-wiggles), then hydra (stretching arms and legs), then water bears (slow and heavy), and other arthropods (springy and bouncy).	Show which microscopic mover you are by the quality of your movements - slow and heavy / slow and continuous / sudden and springy?
Microscopic sequence	Use mouth and cheek muscles for 'chewing' actions, individually then in pairs.	Are eyes open wide?
Surface skaters	Moving like insects on the pond-surface: water boatmen (swimming backwards or forwards), then water striders (prancing like a pony), then water crickets (scuttling with quick steps).	Arm swimming actions should be strong and powerful. If you're swimming backwards, keep looking over your shoulder to make sure that you don't bump into anyone! Lift your knees high to prance through the spaces like the water strider. Focus on small, quick, light, scuttling steps for the water cricket.
Insect sequence	Combining the above surface skaters into a sequence, responding to changes in the music.	Listen carefully and respond to the music. Use the space well and show an awareness of the other dancers.
Water plants	Moving like rushes and reeds (swaying side to side), then waterlilies (unfolding body and stretching out arms), then weeds and algae (wobbling gently as a group of 3-4).	Stand with your feet quite wide apart to help you balance as you sway from side to side. Unfold and fold body slowly with a smooth, continuous movement. Join with people nearby to form small group cluster. You should be close to the rest of your group but not touching.
Choose a plant	In own space, choose to move like one of the above plants.	Choose the movement you liked best and see if you can develop it by varying the direction, speed or level.
Plants and insects in groups	With the class in two groups (A and B), A move as plants, while B (insects) observe. Then B - move as insects while A hold still.	The watching group should keep really still and watch the performing group closely – what movements did they like best and why?
Plants and insects together	All move as above but at the same time. (This can be re-played to 'swap over' groups.)	Watch and react to the other dancers as you perform.
Cool down: Waterlily	In own space, stretch arms up and out, then sit relaxed, curled up.	Focus on smooth, controlled stretches – breathing gently and deeply throughout.



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2: Frogs, toads, newts and grass snakes

Lesson summary:

Frogs:

- Partners take turns to copy one another's froggy jumping pattern using different directions.

Toads:

- Small groups of 5 or 6 take slow, toady steps - through the wood, around the scary dog, and on to toad crossing and their favorite pond.

Newts:

- Swagger and strut through the spaces, stopping occasionally to show off a cool newt pose.

Grass snakes:

- Hands and arms lead upper body this way and that, twisting and turning like the elegant grass snake. Stretch body out along floor and carefully roll to a new space.

Amphibians and grass snakes:

- Class divided into two groups to perform chosen movements, actions and gestures of amphibians or grass-snakes.

Movement focus:

Action: small, bouncy jumps in different directions; contrasting travelling steps - slow and deliberate, with relaxed and confident; developing gesture as movement motif; listening and responding to sound effects and music; focused, continuous movement of hands and arms.

Dynamics: light, bouncy frog jumps, contrasted with slow, deliberate toad steps contrasted with relaxed newt swagger; smooth, sustained, snake-like movements.

Space: direction - jumping forwards, backwards, sideways, diagonally; travelling through the wood, around the dog, across the road, and into the pond; shape - curving, twisting and turning movements of hand, arm and upper body.

Session 2 structure: Frogs, toads, newts and grass snakes

Content	Guidance	Evaluation
Warm up: Amphibians' bouncy jumps.	Small, springy jumps with bendy knees (on the spot, then through the spaces).	Bend knees to land safely. Keep looking for spaces and don't bump into anyone!
Frogs	Copying a partner's frog jumping actions, forwards, backwards and sideways.	Watch your partner carefully and copy their jumping pattern as closely as you can.
Frogspawn	Pairs combine with other pairs, to wibble and wobble in a group, like a tight cluster of frogspawn.	Look for pairs nearby to join. Cluster close together but don't touch or bump anyone as you wibble and wobble!
Toads	In groups of 6-8, travel with slow, toady steps. Move as if going through a wood, then past a scary dog, then crossing a road, then splashing in the pond, then making a string of toadspawn.	Follow the music and sound effects - taking slow, deliberate steps and showing off exaggerated toady gestures at the same time as the rest of your group
Toad journey sequence	Perform the above sequence with just sounds and music as cues for movement.	Go for a confident group performance focusing on the quality of your movements throughout.
Newts	Individually strut, swagger and 'show off' with head high, then strike several 'cool' newt poses.	Plenty of cool confidence to show everyone the best newt around!
Newt dance	Combine the above 'poses' into an impressive dance, timed elegantly to the rhythms of the music.	Listen to the music and show off your favorite 'cool newt' poses!
Grass snake	Hands lead arms and top-half of body in twists and turns, then body stretches and rolls, like a grass snake.	Keep watching your hands as they lead your arms and upper body round in different directions; twisting and turning this way and that.
Watch out!	With the class in two groups, move in a 'searching for food' sequence: amphibians first, then snakes, then amphibians, then snakes, then both halves together.	Keep still as you watch the performing group - look out for dancers who really stand out and think about why this might be. The performing group needs to use the space well - moving between members of the watching group without touching anyone.
Snaky cool down	Repeat some final snaky twists, turns, stretches and wiggles.	Keep looking at your hands and focus on smooth, slow, continuous movements with the music.

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3: Birds on the water

Lesson summary:

Ducks and ducklings:

- In groups of four, waddle in follow-the-leader line with flat-footed duck-like steps and hips swinging from side to side. Turn around to face opposite direction to repeat with new leader.

Small birds washing:

- Paired mirroring sequence - splashing water and pecking feathers with quick, small movements.

Heron:

- Stand up straight and tall. Tense muscles and lift knees to high-step through the spaces, stopping now and then to search for food with quick, jerky head movements.

Sequence:

- Ducks and ducklings: paired mirroring of bird washing movements - tense heron steps with sudden, jerky head movements.
- Swallows: smooth, free-flowing travelling; swooping low and stretching high.
- Food chain: sequence combining Microscopic Movers / Surface Skaters (Session 1), Amphibians and Grass Snake (Session 2) and Heron (Session 3)

Movement focus:

Action: contrasting travelling steps; small jumps in different directions; twisting and turning movements - on the spot and travelling; gesture.

Dynamics: sudden / sustained; free flowing / jerky; tense / relaxed.

Space: levels - high, medium and low; pathways - straight and direct / twisting and turning; directions.

Relationships: solo; pairs; small group; bigger group; whole class.

Session 3 structure: Birds on the water

Content	Guidance	Evaluation
Warm up 1: Heron high-steps	Standing tall, stiff and straight, then lifting knees high, to step through the spaces.	Hold head high, tense muscles and keep back straight, while lifting knees to highstep through spaces.
Warm up 2: Swooping swallows	Relaxing body, swooping and swerving through the spaces, with quick, running steps. Bend low and stretch high.	Feel the contrast as you swoop freely through the spaces with quick, light steps.
Ducks and ducklings	In groups of four, waddle with duck-like steps, as if following a duck-mother, then changing direction.	Take turns to lead the line of waddling ducklings. Show humor of duck-like waddle - flat out-turned feet with hips swinging from side to side.
Small birds washing	In pairs, mirroring and copying small-bird-washing actions: splashing water and pecking feathers, with quick, small movements.	Small, quick splashing and pecking moves. Watch carefully and copy partner's moves exactly.
Heron	Repeating the tense, tall heron movements (as the warm up above) with quick, jerky head movements.	Tense muscles, hold head high and keep back straight as you lift knees to high-step through the spaces. Stop to show off exaggerated quick, jerky head movements.
Sequence of three birds	Combining ducks and ducklings, with bird-washing and heron-stepping.	Aim for smooth transitions as you move from group to paired to individual performance.
Swallows again	Smooth travelling, swooping low and stretching high, without bumping.	Again, feel the strong contrast between the restrained, tense, sudden movements of the heron and this light, free flowing sequence.
Food chain explanation	Preparing for a sequence combining Microscopic Movers, Surface Skaters (Session 1), Amphibians, Grass Snake (Session 2) and Heron above.	Listen to the music and sound effects to prompt each sequence. Replay to practise again. If there's time, stop the programme to talk about food chains.
Food chain dance	Performing the above sequence. Pause and replay sections as often as you need.	Practice = confidence = strong performance!
Cool down: Pond sounds	Stretching and relaxing, while listening to pondsounds.	Close your eyes to focus on the different sounds and imagine the Spring pond scene.