

# Dance KS1: Time to Move

## The sea



*Presented by Pete Hillier*

### 1: A storm coming

*Go to webpage*



### 2: Sea creatures

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### 3: Storm!

*Go to webpage*



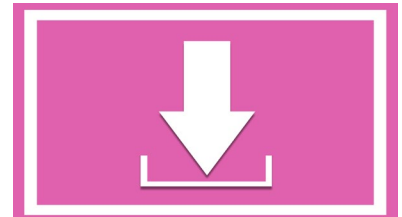
*Time to Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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](mailto:teach.bbc@bbc.co.uk)



# 1: A storm coming



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dance session as an  
mp3 file*

## Introduction

In this unit of three dance sessions the children explore different types of movements associated with the theme of 'The sea'. They will be dancing to several pieces of music from the BBC's **Ten Pieces**.

## Lesson summary

**Respond to the music:** ('Storm' Interlude from 'Peter Grimes' - fast section): Move on the spot to the storm music. Choose your own way of moving – responding to the music.

**Travel around the space:** Travel around the space to the storm music. Choose your own way of moving - responding to the music.

**Travel around the space, imagining a storm:** Travel around the space, to the storm music. This time, think about how you might show the storm.

**Travel around the space, imagining a storm at sea:** Travel around the space, to the storm music. This time, think about how you might show a storm at sea.

**Respond to calmer music:** ('Storm' Interlude from 'Peter Grimes' - slow section): Move on the spot to this new, calmer music. Choose your own way of moving – responding to the music.

**Travel around the space to the calmer music:** Choose your own way of moving, responding to the music.

**Travel around the space, imagining you are a seagull:** Move around the space, gliding like a seagull.

**Respond to the busy music:** (Horn Concerto No.4): Working with a partner, travel around the space to the busy music. Choose your own way of moving.

**Do your jobs aboard ship:** Working with your partner, do your busy jobs aboard ship in time to the music.

**Create a story:** Put all the movement sections together to create a short narrative about sailors at sea during a storm.

## Movement focus

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

**Action:** Jumping, turning, stretching up high and down low, bending and straightening knees, swaying, stepping in time.

**Dynamics:** Quick, light footsteps, sudden changes of direction.

**Space:** Making a curvy pathway, making a zig-zag pathway, using high and low levels.

**Relationships:** Working with a partner, working alone.

## Session 1 structure: A storm coming

Content	Guidance	Evaluation
<b>Warm up</b> Move on the spot to the storm music. Choose your own way of moving - responding to the music.	Encourage the children to respond to the fast and furious tempo of the music. They should explore different ways of moving, such as bending and straightening their knees, stretching up high and reaching down low, and throwing out their arms when they hear the drums.	Can the children work in a space of their own, not near anyone else? Are they able to respond to the fast tempo of the music, but move with control? Can they experiment with different types of movements?
<b>Travel around the space</b> Move around the space to the storm music. Choose your own way of moving – responding to the music.	Encourage the children to make their own pathway through the space. They can explore ways of moving, such as, travelling quickly or slowly, in a straight line or in a zigzag line. They could reach up high, or dip down low.	Can the children continue to reflect the fast and furious feel of the music, as they move around the space? Can they use the whole space, not following anyone else?
<b>Travel around the space, imagining a storm</b> Travel around the space to the storm music. This time think about how you might show the storm.	The children should build in some turns to show the wind blowing wildly. Encourage them to explore high and low levels. They could keep their arms to their sides, or move them like zig-zag lightning. Freeze at the end of the sequence in a dramatic storm shape.	Can the children travel and turn with control around the space? Can they reflect the theme of the storm? Are they able to hold their frozen shapes at the end?
<b>Travel around the space, imagining a storm at sea.</b> Travel around the space, to the storm music. This time, think about how you might show a storm at sea.	The children need to think about how they might show something at sea. They could show the waves rising and falling, or a boat bobbing about in the sea. They need to remember to turn as they travel.	Are the children moving quickly and lightly through the space, making their own pathway? Can they respond imaginatively and creatively to the music?
<b>Respond to the calmer music</b> Move on the spot to this new, calmer music. Choose your own way of moving - responding to the music.	The children should remain standing on the spot, as they move. They should listen carefully to the music and move as they feel - sometimes slowly, and sometimes a little faster. They could stretch up their arms slowly, or sway gently from side to side.	Are the children able to move in a very different way to last time, now that the music is quieter and calmer? Are they able to change their movements, when the music gets a little faster?



<p><b>Travel around the space to the calmer music.</b> Choose your own way of moving, responding to the calmer music.</p>	<p>Encourage the children to respond imaginatively to the music. It feels a bit like a bird soaring - so they might stretch out their arms wide by their sides. They should move with small, silent footsteps.</p>	<p>Can the children move slowly and calmly around the space? Can they continue to show the difference between the slow, gentle musical passages and the slightly faster sections - by the way that they move?</p>
<p><b>Travel around the space, imagining you are a seagull.</b> Move around the space, gliding like a seagull.</p>	<p>The children need to swoop down low to the ground and be ready to turn slowly as they travel.</p>	<p>Can the children reflect the character of the seagull, as they move around the space? Can they remember to freeze at the end of the music and hold their gliding bird shape?</p>
<p><b>Respond to the busy music</b> Working with a partner, travel around the space to the busy music. Choose your own way of moving.</p>	<p>Encourage the children to think about how they might travel around the space. They could skip, hop, or jump.</p>	<p>Are the children able to work cooperatively in their pairs, one person following the other, as they move around the space? Can they make their own pathway?</p>
<p><b>Do your jobs aboard ship</b> Working with your partner, do your busy jobs aboard ship to the music.</p>	<p>The children need to think about what jobs they might be doing. They could be scrubbing the decks, polishing the ship's wheel, climbing the rigging, or hoisting the sails. When they have finished one job, they need to travel to the next, using skipping, hopping or jumping steps.</p>	<p>Can the children work together, as they do their job?  Can they move in time to the music?  Are they able to travel around the space together, using their steps that they practised last time?</p>
<p><b>Create a story</b> Put all the movement sequences together to create a short dance narrative about sailors at sea.</p>	<p>Encourage the children to recall the different moves that they have been practising. First they will move as seagulls to the slow, gentle music; then do their busy jobs aboard ship; then show the wild storm at sea, before ending with the slower, gentle music again. This recap of the programme's movement sequences happens twice: the first time you will hear Pete (the presenter announcing the transition from one move to the next). After that there is an opportunity for the children to present their narratives to the music only. At the end compose the children ready for the return to the classroom. You may add your own 'cool down' if you wish.</p>	<p>Can the children remember the movements that they have been practising today and put them together into one extended sequence? Are they able to move with expression and confidence around the space? Can they convey the atmosphere of a stormy day at sea?</p>





## 2: Sea creatures



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### Introduction

In the second session the children continue to explore the theme of 'The sea', dancing again to several pieces of music taken from the BBC's **Ten Pieces**.

### Lesson summary

**Make a stormy sea picture** ('Storm' Interlude from 'Peter Grimes' - fast section): Travel around the space, showing a storm at sea.

**Explore underwater:** ('Storm' Interlude from 'Peter Grimes' - slow section) Working with a partner, explore underwater together.

**Be an underwater sea creature:** Move around the space, as an underwater sea creature that you have chosen.

**Respond to the new music (Symphony No 5):** Listen to the new music. Move on the spot and around the space, showing how the music makes you feel.

**The shark travels through the water:** Working with a partner, travel around the space together as the shark.

**Respond to the new music ('Mars' from 'The Planets'):** Working with a partner, travel around the space, letting the music lead you.

**Make an enormous sea creature:** Working in a group of four, make an enormous sea creature together, then travel around the space as this creature.

**Create a story:** Put all the movement sections together to create a short narrative.

### Movement focus

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

**Action:** Jumping, stamping, walking on tip-toes, turning, walking, striding quickly, stretching.

**Dynamics:** Contrasts in speed and strength of movement - using bold, forceful movements, moving gently and gracefully.

**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.

### Music from Ten Pieces

Britten: 'Storm' Interlude from 'Peter Grimes'

Beethoven: Symphony No. 5 (1st Movement)

Mozart: Horn Concerto No. 4

Handel: 'Zadok the Priest'

## Session 2 structure: Sea creatures

Content	Guidance	Evaluation
<b>Make a stormy sea picture</b> Travel around the space, showing a storm at sea.	Encourage the children to think about how they might move: they could hold out their arms to be the zig-zag lightning, or turn high and low as the billowing wind; they could stretch up high, then curl up, as the rolling waves, or twist and turn like a piece of seaweed.	Can the children create the atmosphere of a storm at sea through their movements? Can they use the whole space, not following anyone else? Can they move with control, to the fast and furious music?
<b>Explore underwater</b> Working with a partner, explore underwater together.	Help the children to imagine they are divers swimming under the water. Encourage them to reach out their arms and to turn slowly, changing direction as they travel.	Can the children work cooperatively with their partners, swimming side by side through the water? Can they use slow, graceful movements?
<b>Be an underwater sea creature</b> In groups of about 4. Move around the space, as an underwater sea creature that you have chosen.	Help the children to decide what sea creature they are going to be - such as a fish, a seahorse, a crab or a jellyfish. They need to think about what sort of pathway they might make, such as curving, sideways, or zig-zag.	Can the children respond to the music - moving more quickly when it is faster? Can they clearly show the character of the creature that they are depicting? Can they make their own pathway, not following anyone else?
<b>Respond to the new music</b> Listen to the new music. Move on the spot and around the space, showing how the music makes you feel.	Encourage the children to listen to the different types of music in this section - jumping up high or curling up small, when they hear the urgent, loud notes, and travelling quickly around the space when they hear the quieter, faster music.	Can the children find their own ways of responding quickly to the different types of music? Can they hold their freeze on the final big notes?
<b>The shark travels through the water</b> Working with a partner, travel around the space together as the shark.	The children need to work together to decide which part of the shark they will be – one person might hold their hands together above their head to be the shark's fin: the other person might be the shark's head, stretching arms out wide to be its jaws, showing off all its sharp teeth.	Can the children stay together, as they move through the space? Can they work together, to create the shark between them? Can they respond to the dramatic music, thinking about the different things that they will do in the quieter and louder sections.



<p><b>Respond to the new music</b> Working with a partner, travel around the space, letting the music lead you.</p>	<p>Encourage the children to think about how this music makes them want to move: does it make them want to move with small steps or big strides? Tiny, light steps, or big, heavy steps? Does it make them want to make their body very small, or as big as they can?</p>	<p>Can the children listen to this new piece of music, clearly reflecting its mood in their movements?</p>
<p><b>Make an enormous sea creature</b> Working in a group of four make an enormous sea creature together, then travel around the space as the creature. When the music changes to be faster and louder, the children work as a group to decide what their sea creature could show to match the change in mood.</p>	<p>Help the children to decide what sea creature they are going to make with their group. They could be a whale, a jelly fish, a giant spider crab, or a long eel. Encourage them to think about how they will work together to create the shape of the creature. Be ready to pause the programme when invited to do so and then allow the groups a short period of time to work on their sea creatures. Set a time limit - perhaps a couple of minutes - to ensure the children are focused on the task. Then resume the playback.</p>	<p>Can the children move at the same time as everyone else in their group? Are they able to work co-operatively together? Are they able to show the character of their enormous sea creature?</p>
<p><b>Create a story</b> Put all the moves together that you've been practising.</p>	<p>Encourage the children to recall the different moves that they have been practising. First they will move as divers; then underwater sea creatures; then they will move around the space with a partner as the shark and finally they will move around with their group as the enormous sea creature. This section is repeated. On the first run-through the presenter reminds the children of the movements for each sequence. Make sure everyone listens carefully and doesn't move until instructed to do so. Then, when the music is repeated, the children can show their dances with just the 'story' lines to prompt their movements (ie there are no instructions from the presenter).</p>	<p>Can the children remember all their different movements? Are they able to listen to the instructions and move quickly from one sequence to the next? Can they respond expressively and show clear contrasts between the different movements? Are they able to work independently, but also co-operatively with others?</p>





## 3: Storm!



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### Introduction

In this final session of the 'Sea' unit the children dance again to several pieces of music from the BBC's **Ten Pieces** to create a narrative dance.

### Lesson summary

**Warm up** (Horn concerto No 4): Working with a partner, travel around the space.

**Busy jobs on board ship**: Working with your partner, do your busy jobs on board ship, then travel around the space.

**Travel through the sea (Zadok the Priest)**: Move slowly around the space, as a ship sailing through the calm water.

**Travel through the rougher sea (Short Ride in a Fast Machine)**: Travel through the space again, as the ship or boat you have chosen.

**A storm is coming ('Mars' from 'The Planets')**: Move through the space, showing how the wind is blowing and the weather is changing.

**It starts to rain (Connect It)**: Tap your fingers on the floor as the rain.

**A lighthouse shines in the darkness (Symphony No.5)**: Show the beam of the lighthouse, as it sweeps over the waves.

**The ship sails home (Zadok the Priest)**: Working in a group to make the sailing ship, move through the space, as the ship sailing home.

**Create a story**: Put all the moves together that you've been practising.

### Movement focus

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

**Action**: Jumping, hopping, skipping, tapping, rising / falling, turning, stretching high / dipping low

**Dynamics**: Quick, slow, heavy, light footsteps

**Space**: Making a curvy pathway, jumping up high / crouching low, sudden changes in direction

**Relationships**: Working with a partner, working with a group, working alone

### Music from Ten Pieces

Mozart: Horn Concerto No 4

Handel: 'Zadok the Priest'

Adams: 'Short Ride in a Fast Machine'

Holst: 'Mars' from 'The Planets'

Beethoven: Symphony No 5 - 1st movement

Britten: 'Storm' Interlude from 'Peter Grimes'

## Session 3 structure: Storm!

<p><b>A lighthouse shines in the darkness</b> Show the beam of the lighthouse, as it sweeps over the waves.</p>	<p>The children need to think about how they will show the beam of the lighthouse: they could hold their arms out in front of them, moving them slowly one way, then the other. Or they could move quickly around the space as the light sweeping across the sea.</p>	<p>Can the children move with quick, light footsteps through the space? Are they able to really stretch out their arms straight as the beam?</p>
<p><b>The ship sails home</b> Working in a group, to make the sailing ship, move through the space as the ship sailing home.</p>	<p>The children need to decide first what part of the ship they are going to be - the back or the front, the ship's mast, or the sails; one person could be steering the ship.</p>	<p>Can the children work together to show the ship moving through the water? Are they able to step forwards slowly in time to the music?</p>
<p><b>Create a story</b> Put all the moves together that you've been practising.</p>	<p>Encourage the children to recall the different movements that they have been practising: first they are going to be moving as ships to the slow, gentle music, then they will show the clouds moving across the sky, then they will depict the rain falling, then they will show the storm, then the beam of the lighthouse, and finally, in groups, they will move together as the ship sailing home. In common with the other programmes in the unit, the opportunity to build a story from the movement sequences begins with a run-through to the instructions given by Pete the presenter. Make sure the children listen carefully and only move when instructed to do so. Following this the children have an opportunity to repeat their moves to just the story lines, without the presenter's instructions.</p>	<p>Are the children able to listen to the instructions and move quickly from one sequence to the next? Can they respond expressively and show clear contrasts between the different movements? Are they able to work independently, but also co-operatively with each other?</p>