



# Dance KS1: Time to Move

## A traditional harvest



*This unit of Time to Move is presented by Diane Louise Jordan.*

### 1:Picking apples

*Go to webpage*



### 2:Reaping

*Go to webpage*



### Using *Time to Move*

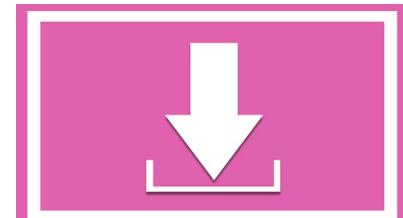
*Time to Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

*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 programmes:

- 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 Teacher's 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](mailto:teach.bbc@bbc.co.uk)

# A traditional harvest

This unit of two dance sessions is inspired by the theme of Autumn and harvest time around 100 years ago. The dances are set to traditional folk tunes and include elements of folk dances, such as turns and spins.

## 1: Picking apples



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

### Lesson summary:

**Warm up:** bending knees and rolling arms over each other to create the shape of rolling barrels. Repeating and getting faster.

**Barrel rolling:** the barrel rolling sequence is repeated with the addition of a jump and quick travelling steps

**Pairs - picking apples:** working in twos in unison, picking apples and passing them down to the barrel

**Pairs - picking apples from lower branches:** this time the pairs jump to pick apples from lower branches, then spin together in a circle

**Circle - apple picking dance:** each pair is numbered as 'ones' and 'twos'; then one member jumps and picks while the other waits; then swap over; spin at the end

**Circle - rolling barrels together:** the barrel rolling is repeated, this time everyone moving together in a circle

**Circle - barrel rolling and apple picking:** finally, remaining the circle, pairs combine the movements for barrel rolling and picking apples

### Movement focus:

**Body:** contrasting stretching and crouching

**Action:** jumping, stepping, growing, stretching

**Dynamics:** contrasts in speed and height

**Space:** awareness of different levels, making your own pathway

**Relationship:** unison, working with a partner, working in a group

## Session 1 structure: Picking apples

Content	Guidance	Evaluation
<p><b>Warm up</b> Bending knees and rolling arms to show barrels rolling.</p> <p>Then adding quick, light travelling steps forward in time with the music.</p>	<p>The tempo of the music is quite fast and may take the children by surprise.</p> <p>Ensure they are listening carefully to get their timing from Diane's instructions.</p>	<p>Do the children listen carefully?</p> <p>Can they bend and straighten knees in time to Diane's instructions?</p> <p>Do they respond to the beat of the music?</p> <p>Can they show the movement of the barrel rolling?</p>
<p><b>Adding a jump to the barrel rolling</b> The children repeat the barrel rolling sequence twice through, adding a jump at the beginning of each sequence.</p>	<p>By now the children should be getting a feel for the pace of the music. But they will need to continue to listen very carefully to Diane for her instructions.</p>	<p>Do children add a jump to their sequences at the correct time?</p> <p>Do they keep in time to music?</p> <p>Do they respond accurately to Diane's instructions?</p>
<p><b>Pairs - picking the high apples</b> Children find a partner. Then they work in unison to show picking the high apples and then stooping down to pass them into the barrel.</p>	<p>Pause the programme when Diane says to do so in order to allow everyone to get into pairs.</p> <p>The movements for the apple picking sequence are performed together in this sequence:</p> <ul style="list-style-type: none"> <li>- reach up one hand high</li> <li>- twist the apple on the branch</li> <li>- bend legs and squat down</li> <li>- pass it through the branches</li> <li>- repeat x3</li> </ul>	<p>Do children work well together in their pairs?</p> <p>Can they co-ordinate their movements?</p> <p>Can they take their timing from each other rather than one tending to lead and the other follow?</p>
<p><b>Picking the low apples</b> This time the children pick the lower apples by jumping up to the lower branches. Then pairs swing one way and then the other.</p>	<p>Children remain in their pairs. This time the sequence is:</p> <ul style="list-style-type: none"> <li>- jump up to pick an apple</li> <li>- give it a twist</li> <li>- bring it down</li> </ul> <p>Then partners hold hands and swing - which is a time to be sure that control is maintained.</p>	<p>Can children jump and pick in time with the music?</p> <p>When they swing do they maintain control and balance?</p> <p>Are they enjoying working as pairs?</p>



<p><b>Apple picking dance</b> Each pair moves into a class circle and faces their partner. Each member of the pairs needs to be numbered 'one' or 'two'.  Ones begin by jumping and picking apples four times, while twos wait; then twos jump while ones wait; then everyone swings together in their pairs, first one way and then the other. Then the sequence is repeated, but this time Diane's instructions are more sparse.</p>	<p>Now the children are starting to combine their movements to create a longer dance. Pause the programme when invited to do so and ensure that everyone is in a pair and listening carefully for Diane's instructions.</p> <p>Twos will need to wait as still as they can while ones dance - though they could show encouragement by clapping in time to the music.</p> <p>You will need to listen carefully yourself for Diane's instructions to ensure that everyone keeps in time with the dance.</p>	<p>Do twos remain still while ones dance - and vice versa?</p> <p>Does the circle maintain its shape throughout the dance?</p> <p>Do children keep in time with the music?</p> <p>Are they listening carefully for Diane's instructions?</p>
<p><b>Barrel rolling in the class circle</b> All the children in the circle turn the same way and perform the barrel rolling sequence together. Then travelling steps are added so that the circle turns one way and then the other.</p>	<p>Make sure everyone knows which direction they will face.</p> <p>The movements are:</p> <ul style="list-style-type: none"> <li>- jump</li> <li>- bend knees</li> <li>- roll arms</li> <li>- straighten knees</li> <li>- repeat with travelling steps</li> </ul>	<p>Do the children remember their barrel rolling movements?</p> <p>Does the circle maintain its shape and do the children maintain control while travelling?</p>
<p><b>Apple picking dance</b> The movements for barrel rolling and apple picking are combined in the circle to create an apple picking dance.</p>	<p>Ensure everyone is ready for the climax of today's programme. The movements are:</p> <ul style="list-style-type: none"> <li>- barrel rolling: pairs jump and bend knees and then roll arms together in time with the music</li> <li>- ones jump and pick apples while twos wait x 4</li> <li>- twos jump and pick apples while ones wait x 4</li> <li>- pairs swing together one way and then the other</li> </ul> <p>Repeat the sequence as often as you like to polish the dance - perhaps using the Session 1 music resource on <a href="#">this page</a>.</p>	<p>Do the children enjoy dancing together?</p> <p>Are they gradually gaining confidence with their movements?</p> <p>Can they maintain control and timing throughout the complete dance?</p>
<p><b>Cool down</b> Hands together, lift and bring back. Then hands stretched out to the sides. With controlled breathing.</p>	<p>The session ends with a final phrase of the music used.</p>	



## 2: Reaping



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

In this session the children will be cutting the corn - the way it used to be done 100 years ago with sickles - to create a reaping dance.

### Lesson summary:

**Warm up:** sickle practice. Holding the sickle high, moving it out to the side and then sweeping it down low to cut the corn.

**Corn cutting:** repeating the sickle actions and taking a single step to the left between each swoop, then closing feet together.

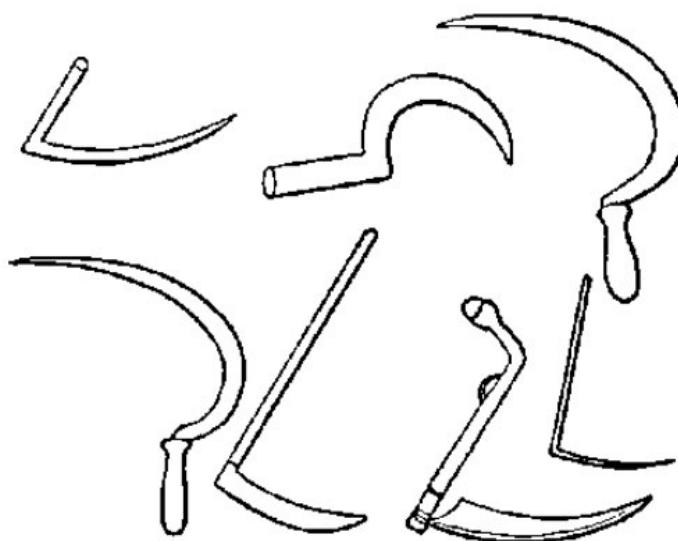
**Groups - cutting corn and piling it in the centre:** children work in groups of about 6 or 8 to cut the corn, then carry it to the centre of the space to dry it in the sun.

**Reaping dance in team circles:** the groups put together movements of cutting corn, carrying it to the centre, performing a spin and returning to their space.

**Combining the barrel rolling, apple picking and reaping:** elements from the barrel rolling and apple picking are added to the dance, with opportunities for groups to improvise some additional elements of their own.

### Movement focus:

As in the first session, but with an emphasis on working in groups.



*Examples of sickles or 'reaping hooks'*



## Session 2 structure: Reaping

Content	Guidance	Evaluation
<p><b>Warm up: reaping practice</b> The children practise the reaping movement, without music to begin.</p>	<p>The movement for the sequence is:</p> <ul style="list-style-type: none"> <li>- hold the sickle in one hand</li> <li>- reach up high</li> <li>- take the sickle out to the side</li> <li>- swoop down low with the sickle to cut the corn</li> </ul> <p>Once the basic movement has been practised, a step to the left in unison will be added.</p>	<p>Do the children quickly become familiar with the movement?</p> <p>Can they show in the way they move that they are careful of the sickle's sharp blade?</p>
<p><b>Moving to the left in unison as the corn is cut</b> The group moves in unison cutting the corn and taking a step to the left in unison after each cut of the corn. The sequence is then repeated moving in the opposite direction.</p>	<p>The track begins with the music so it is easy to replay it for the children to polish this movement. When they move with the music, they will find the tempo is faster than the practice:</p> <ul style="list-style-type: none"> <li>- they may need time to adjust to the speed!</li> </ul> <p>The movement sequence is:</p> <ul style="list-style-type: none"> <li>- lift sickle high and to the side</li> <li>- swoop down to cut the corn</li> <li>- take a step to the left</li> <li>- close feet together again</li> </ul>	<p>Do the children adjust to the fast tempo of the music?</p> <p>Can they move in time to the music?</p> <p>Do they all step together and close feet together?</p> <p>Are they listening carefully for Diane's instructions?</p>
<p><b>Cutting the corn together</b> The children join together in pairs, then pairs join together to form groups of 6 or 8 children. The sequence begins with a practice without music for walking bundles of corn to the centre of the space, performing a spin, then placing the corn in the centre.</p>	<p>Pause the playback when invited to do so in order to organise the groups. It's important that groups are spread evenly throughout your space, so that they are able to come to the centre and go back again without intruding upon each other.</p> <p>Ensure that everyone is familiar with the moves they will be performing before they dance with the music (the following track).</p>	<p>Do children get quickly and sensibly into groups?</p> <p>Do they understand clearly what is expected of them?</p>
<p><b>Group dance - cutting the corn - with music</b> Now the children perform their corn cutting dance with the music, building upon their practice.</p>	<p>To recap, the movements are:</p> <ul style="list-style-type: none"> <li>- cutting corn and stepping around in a circle x 4</li> <li>- carry corn to the centre, spin, place corn on ground, return to space</li> <li>- repeat</li> </ul>	<p>Can they keep in time with the music and Diane's instructions?</p> <p>Do they maintain a sense of space within the group when they move together?</p>



<p><b>Group dance - barrel rolling, picking apples and reaping</b></p> <p>The dance is extended to include the barrel rolling and apple picking movements from last time.</p> <p>Each pair within the group needs to be named 'one' or 'two'.</p>	<p>Pause the programme when invited to do so in order to organise the groups.</p> <p>Each pair within the group will need to become either 'one' or 'two' as in the previous programme.</p> <p>The movements for the dance are:</p> <ul style="list-style-type: none"> <li>- jump, bend knees, roll arms and walk quickly around the circle x 6</li> <li>- ones jump up and pick apples while twos wait x 4</li> <li>- twos jump and pick apples while ones wait x 4</li> <li>- pairs spin around together on the spot, one way and then the other</li> <li>- then the barrel rolling and apple picking sequence is repeated</li> <li>- then the corn cutting sequence is added, including sickle movements together, placing the corn bundles in the centre, returning to own space and repeating.</li> </ul> <p>The session ends with an invitation to repeat the dance adding some elements of your own. The Session 2 music resource available on <a href="#">this page</a> is an ideal opportunity to do this.</p>	<p>Are children able to remember and recreate the barrel rolling and apple picking movements from last time?</p> <p>Can each group dance together in time without supervision?</p> <p>Are the movements becoming progressively more polished and confident?</p>
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