



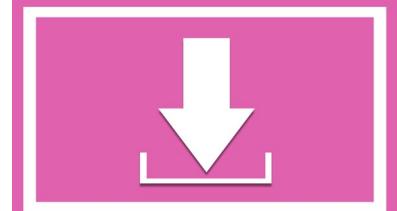
Dance KS1: Time to Move



African waterhole



Look for the download icon on each of the webpages or in these Notes to download an mp3 of each dance session



1: Giraffes, zebra and impala

[Go to webpage](#)



2: Lions and vultures

[Go to webpage](#)



3: Elephants and all the animals

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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.

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

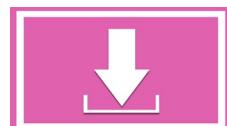
You can contact us at: teach.bbc@bbc.co.uk



African waterhole

This unit of three dance sessions imagines life at a typical waterhole in the African bush as animals come and go to drink and wash...and engage in the daily battle for survival. The emphasis is on animal shapes and simple travelling sequences.

1: Giraffes, zebras and impala



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Lesson summary:

- **Warm up:** controlled stretches
- **Giraffes:** arm above head to create neck and head; travelling with straight legs
- **Giraffes drinking:** legs out to either side and tilt upper body forward to drink
- **Giraffes moving and drinking:** combining both movement elements
- **Zebras:** travelling with high knees to create zebra trot
- **Impala:** travelling in pairs, co-ordinating pathways and jumps
- **Herd animals:** in groups, moving in sequence as each of the animals
- **Cool down:** relaxing down on the floor



Session 1 structure: Giraffes, zebras and impala

Content	Guidance	Evaluation
<p>Warm up Crouching down in a space. Then stretching arms towards the Sun and rising slowly to upright position. Repeat. Then travelling steps through the spaces, as if creeping towards the waterhole to view the animals there.</p>	<p>Look for slow, controlled movements in time with Diane's instructions.</p>	<p>Do the children show slow, controlled movements? Are they listening carefully to Diane and moving in time with her instructions?</p>
<p>Giraffes Stretch one arm above the head, keeping the arm close to the ear. Hand pointed forwards with thumb and fingers apart to make the head of the giraffe. Standing tall, with shoulders back, to make a graceful giraffe. Then lower body: legs raised one after the other, keeping the leg straight and not bending at the knee. Then giraffe steps on the spot with the music. Followed by travelling through the spaces with giraffe steps – being sure to keep the legs straight.</p>	<p>Children need to create graceful shapes for their giraffes – standing tall, shoulders pushed back, one arm stretched high for the head, the other close to the side. This rocking movement with straight legs will feel awkward at first.</p> <p>Emphasise if necessary that legs should remain straight and the galloping steps are slow and graceful.</p>	<p>Are the children able to make graceful shapes, keeping one arm close to the head? Do the children maintain straight legs? Do they find ways to move gracefully with straight legs?</p>
<p>Giraffes drinking Into giraffe position again. Slowly move one leg away from the body to the side, then the other. Then slowly dip the upper body forward, as if taking a drink from the waterhole.</p>	<p>The movement here is focused on balance and control. It's important that the children don't take the movement too far – they don't need to touch the ground!</p> <p>Watch carefully that everyone is moving safely within their limits.</p>	<p>Are the children able to maintain balance and control? Do they move within their limits?</p>
<p>Giraffes moving and drinking The two elements are combined to create a contrasting movement sequence: i) giraffes moving with straight legs ii) drinking at the waterhole</p>	<p>The sequence is made up of two contrasting pieces of music. Listen carefully for the change from one to the other.</p>	<p>Do the children choose their own pathways and use all the available space? Do they move smoothly and gracefully from one element to the next?</p>



<p>Zebras Lower body: 'trotting' on the spot, bringing the knees as high as possible. Then repeating the trotting step travelling through the spaces.</p> <p>The lower body combined with upper body. Hands with palms open, held close to the ears. As the children move, they alter the angle of their hands, like the giraffes listening for lions.</p>	<p>Look for graceful positions – bodies upright and arms down by the sides. It's important that the children maintain graceful positions – so straining to lift legs too high won't work.</p>	<p>Do the children choose their own pathways and use all the available space?</p> <p>Do they lift knees high, but maintain graceful shapes?</p>
<p>Impala Working in pairs: moving through the spaces, making twisting pathways and taking light, graceful jumps. Keeping jumps and other movements similar, as if moving in unison.</p>	<p>Pairs need to co-operate and remain aware of each other so that they can move together, keeping their movements as similar as possible and co-ordinating their jumps together.</p>	<p>Do the members of each pair work co-operatively with each other?</p> <p>Do they co-ordinate their movements and jump at the same time?</p>
<p>Herd animals Each pair joins with another to make a group. They dance each herd animal in turn: i) giraffes galloping then drinking, ii) zebras trotting, listening for danger, iii) impala running with light steps and jumping.</p>	<p>The children need to be sitting, listening carefully to Diane's instructions.</p>	
<p>Herd animals music Music for Herd animals. The music sequence – duration is 2' 00".</p>	<p>At the end of the music there's an invitation to repeat the sequence by skipping back to the beginning of the herd sequence track.</p>	<p>Are the children enjoying working in larger groups?</p> <p>Do they move smoothly from one animal to the next?</p> <p>Do they move as a group?</p>
<p>Cool down Relaxing on the floor.</p>		



2: Lions and vultures



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dance session as an
mp3 file*

Lesson summary:

Warm up: controlled stretches

Giraffes moving and drinking: combining both movement elements from previous programme

Zebras: travelling with high knees to create zebra trot from previous programme

Lions: crouched on all fours, arched back, sliding hands forward

Lions travelling: upright, travelling with slow stealthy steps

Lions sequence: contrasting movement and stasis

Cool down – vultures: slow travelling with outstretched arms



Session 2 structure: Lions and vultures

Content	Guidance	Evaluation
<p>Warm up</p> <p>As last time, crouching down in a space. Then stretching arms towards the Sun and rising slowly to upright position.</p>	<p>Look for slow, controlled movements in time with Diane's instructions.</p>	<p>Do the children show slow, controlled movements?</p> <p>Are they listening carefully to Diane and moving in time with her instructions?</p>
<p>Giraffes / Zebras – recap</p> <p>i) Giraffes. The two elements of moving and drinking from last time are combined to create a contrasting movement sequence.</p> <p>ii) Zebras. Trotting travelling steps from last time.</p>	<p>The sequence is made up of two contrasting pieces of music. Listen carefully for the change from one to the other. Look for graceful positions – bodies upright and arms down by the sides. It's important that the children maintain graceful positions – so straining to lift legs too high won't work.</p>	<p>Do the children choose their own pathways and use all the space?</p> <p>Do they move smoothly and gracefully from one element to the next?</p> <p>Do they lift knees high, but maintain graceful shapes?</p>
<p>Lions</p> <p>Children get on all fours, hands flat on the floor, with heels together. They push hands forward one after the other, lifting legs to move forward.</p>	<p>Initially the children are making the shape of the lion, on all fours, with backs slightly arched. When they travel they will do so standing up.</p>	<p>Are the children able to convey the shape and movement of the lion?</p>
<p>Lions travelling</p> <p>The travelling steps are done in an upright position. The stealthy lion steps are made by slowly pushing legs / arms forward and then to the side.</p> <p>The sequence is developed by adding a 'freeze' – the moment the lion spots its prey – and then the same travelling steps faster leading to another freeze showing the lion after it has caught its prey.</p>	<p>The focus of the movement is creating the slow, slinking stealth of the lion. The foot / arm movements should be languid, with feet kept close to the floor.</p> <p>Look for absolute stillness in the freeze, with dramatic gestures.</p>	<p>Are the children able to convey the stealth of the lion?</p> <p>Do they freeze absolutely still and maintain travelling steps again when instructed to do so?</p>



<p>Lion sequence The elements of the sequence are: i) slow stretch up, 'ready for the hunt' ii) slinking through the spaces iii) freeze iv) quickening travelling steps v) freeze – the lion has caught its prey Music duration: 2' 10" Then children get into groups of 3 or 4 to perform the dance as a 'pride', moving in together on their prey.</p>	<p>Diane offers help throughout the sequence, reminding children when to change from one move to the next.</p> <p>First they are going to dance the sequence alone; later they will revise it in groups.</p> <p>The pride spreads out and then moves towards each other – centring in on the prey.</p> <p>The final freeze is a group position.</p>	<p>Do the children work co-operatively in their group and do they enjoy the chance to dance together?</p> <p>Do they co-ordinate their moves, so that they are dancing as part of a pride?</p>
<p>Lion sequence – music Music for the pride of lions. Music duration: 1' 40"</p>	<p>This time the dance is performed without Diane's instructions to help – so the children will need to listen- carefully for the changes in the music prompting the different moves.</p> <p>At the end of the music there's an invitation to replay the sequence.</p>	<p>Are the children able to respond to the pauses and changes in the music as they repeat the sequence?</p> <p>Do they freeze together in a group position, that takes account of everyone else in the group?</p>
<p>Cool down: vultures Slow travelling steps around the space, tilting outstretched arms up and down as the wings of the vulture. Landing by coming to a stop in a space and sinking to the floor.</p>	<p>Slow, controlled movements to convey the soaring motion of vultures.</p>	<p>Are the children able to convey the slow, soaring action of vultures?</p>



3: Elephants and all the animals



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Lesson summary:

- **Warm up:** soaring as vultures with arms outstretched
- **Elephants:** one arm outstretched as trunk; slow plodding steps through the spaces
- **Elephants at the waterhole:** three trunk movements to shower: over shoulder, over head, between legs
- **Elephants travelling / waterhole:** both movements combined to create a sequence
- **Elephants – pairs:** pairs travel with 'tails' joined to 'trunks'
- **Elephants – groups:** joined travelling repeated in groups
- **All the animals:** final extended sequence of giraffes, zebras, impala, lions and elephants

Session 3 structure: Elephants and all the animals

Content	Guidance	Evaluation
<p>Warm-up: winter games Soaring through the spaces as a vulture. Brisk walking, with arms outstretched.</p>	<p>You may wish to anticipate the start of the programme with some gentle stretching.</p>	<p>Do the children show slow, controlled movements? Are they listening carefully to Diane and moving in time with her instructions?</p>
<p>Elephants Children create their elephant shapes by spreading their legs to make themselves big; then holding one arm up in front of their faces to make a trunk and swinging it from side to side. Then the elephants travel: children bend forwards slightly and plod with heavy steps.</p>	<p>Encourage the children to relax their trunk arm at the elbow, so that it can swing freely. The other arms should be kept down at their sides for the time being. The steps should be slow and heavy – but discourage anything approaching stamping.</p>	<p>Are the children able to convey the qualities of the elephant? Are they able to allow their trunk arms to swing freely? Are they able to allow their trunks to swing in time with their slow heavy steps?</p>
<p>Elephants at waterhole The three trunk movements at the waterhole are: i) swing the trunk over the opposite shoulder ii) swing it over the head iii) swing between the legs</p>	<p>Look for smooth, fluid movements. Trunks should remain relaxed and flexible. Each trunk move should be accompanied by upper body moves, backwards or bending.</p>	<p>Are the children able to maintain relaxed, flexible trunks? Do they remember the sequence of shower movements?</p>
<p>Elephants travelling and at water-hole The two elements are combined: i) travelling with slow, heavy plods ii) showering at the waterhole</p>	<p>Encourage children to move smoothly from travelling to showering and to anticipate the changes in the music.</p>	<p>Do the children move smoothly from travelling to showering? Do they remember the three trunk movements for showering?</p>
<p>Elephants – pairs Children create their elephants in pairs, one person standing behind the other. The one in front reaches back with the free arm and joins hands with the trunk behind. Then the pair travels in step, swinging their linked arms and repeat the showering sequence side by side.</p>	<p>It is sufficient for pairs to join just a finger between 'tail' and 'trunk'. Encourage each member of the pair to work closely with their partner, maintaining same pace and step pattern. Diane describes when to travel and when to shower.</p>	<p>Do the children work cooperatively together in pairs? Do they maintain a similar pace and keep in time with each other when they make the transition from travelling to showering?</p>

Elephants – groups Each pair joins with another to make small groups and everyone links together. After each showering sequence a new person leads for travelling and the previous leader rejoins at the back.	They will need time to master a new leader each time. At the end of the music there's an invitation to replay the music by skipping back to the beginning of the track.	Are the children able to find a new leader for the line and incorporate them smoothly at the end of each showering sequence? Are they enjoying working in groups?
All the animals Children stay in their groups and this time they dance all the animals from the unit in sequence. One child leads with the others following; a new leader takes over for each new animal.	The children need to be listening carefully – they need to remember the animal sequence for the music in track 22 (although Diane is on hand to help)	
All the animals – music The sequence of animals to dance is: i) giraffes ii) zebras iii) impala iv) lions v) elephants	For each new animal the group will need to re-organise swiftly with a new leader in front. At the end of the music there's an invitation to replay the track – a chance for everyone to dance the sequence again or for some groups to show off their dances.	Do the groups change to a new leader effectively? Is the transition from one animal to the next smooth? Are they beginning to polish and perfect their animal movements? Are they enjoying dancing in a group?