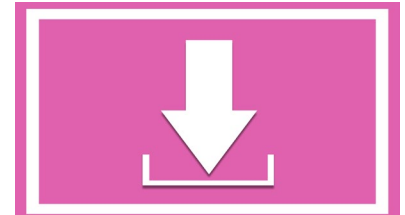


Dance KS1: Time to Move

Changing weather



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.

1: Wind, rain, sunshine and falling leaves

Go to webpage



2: Autumn dance

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.

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



Changing weather

A seasonal unit of two programmes linked to the changes in weather marking the transition from summer to autumn.

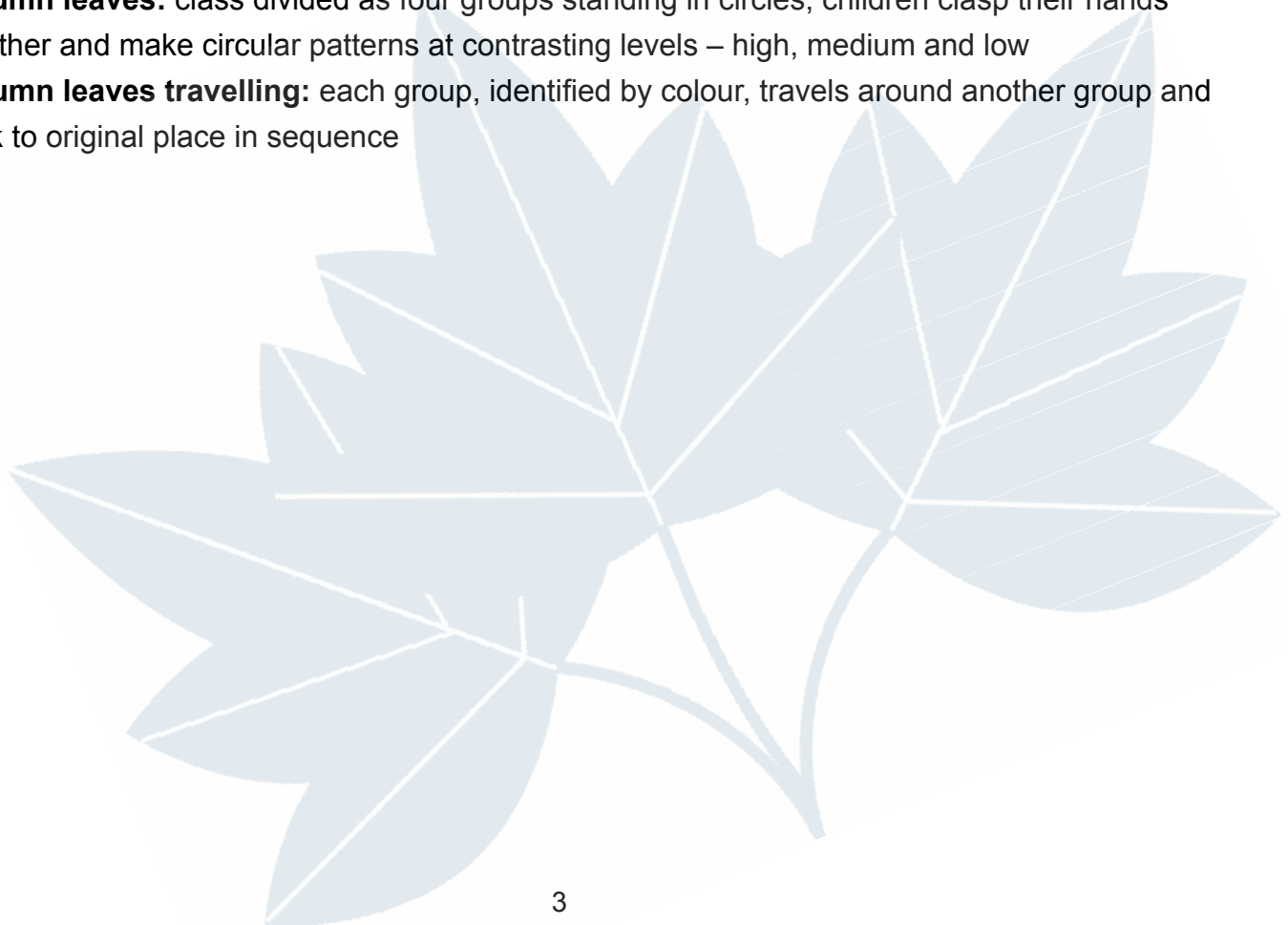
1: Wind, rain, sunshine and falling leaves



Click to download this dance session as an mp3 file

Lesson summary:

- **Warm up:** travelling steps in slow motion as if walking against the wind
- **Travelling in unison:** repeating the travelling steps in pairs, moving in unison
- **Dripping rain:** children sit opposite their partner; they begin by clapping out the rhythm of the dripping rain; then one person claps and dances around the other, who reaches upwards, covers their head and crouches to find shelter from the rain
- **Autumn leaves:** class divided as four groups standing in circles; children clasp their hands together and make circular patterns at contrasting levels – high, medium and low
- **Autumn leaves travelling:** each group, identified by colour, travels around another group and back to original place in sequence





Session 1 structure: Wind, rain, sunshine and falling leaves

Content	Guidance	Evaluation
Warm up Standing still in a space. Walking in slow motion with long steps. Crouching down and covering their faces from the whistling wind. Repeats.	You'll need to listen carefully and move quickly at Diane's instruction to sit down and hug knees / hide face.	Do the children show how cold it is? Do they show how strong the wind is?
Travelling in unison The travelling steps from the warm up are repeated with a partner. This time the sequence ends with each member of the pair spinning around on their bottoms. Repeats.	Pause the programme briefly at the appropriate moment so that children can decide whether they wish to walk side-by-side or one after the other.	Are children able to decide how they should move? Are they able to keep in time with each other and with the beat of the music?
Dripping rain Children sit down opposite their partners. They tap out the sound of dripping rain using the fingers of one hand against the palm of the other. Then partners decide who is number 1 and who number 2. Number 1 does the rain drips again – this time clapping - walking in a circle around number 2, gradually getting faster and faster until running. Number 2 reaches up to feel the rain, covers the head, then curls up low for shelter from the rain.	Diane gives the timing with the instruction 'drip'. Pause the programme at the appropriate moment so that partners can decide who is 1 and who is 2. The dance is repeated so that pairs can swap over and have a chance to dance as both 1 and 2. The complete dance lasts 50 seconds.	Are the children able to tap / clap in time to Diane's voice and then maintain this beat to the music (without Diane's voice)? Do the members of each pair dance co-operatively, maintaining the correct sequence of movements and the correct timing?
Autumn leaves The class divides into four groups. Members of each group stand in a circle. Hands clasped together, making big circles with the arms out to the front. The sequence is repeated with individual circles on contrasting levels – high, medium and low. Repeats with a spin on the end to finish.	Make sure there is enough space between each member of the circle to allow free and easy movement. The movement is like stirring a giant pot of paint. Diane instructs when to make each circle.	Do children clasp hands and make circles when they move their arms? Do they make their circles at contrasting levels?



<p>Autumn leaves - travelling Each group is given a colour to identify it. Each group also chooses a leader.</p> <p>Each group dances in a circular motion around the outside of another group and back to their places in turn.</p>	<p>The four colours are yellow, orange, red and brown.</p> <p>The sequence is:</p> <ul style="list-style-type: none"> i) yellow dances around orange and back ii) orange dances around red and back iii) red dances around brown and back iv) brown dances around yellow and back 	<p>Are children listening carefully to the instructions?</p>
<p>Music for Autumn leaves – travelling This track is the music for the dance. The complete dance lasts 3' 15"</p>	<p>Diane instructs when to move. However, matching your pacing to the programme will work best if you listen to this part of the programme before using it and then work out how fast your groups will need to be moving in order to stay in time with Diane. The dance lasts for 3' 15" – so each group has about 50" to move. You may wish to replay the music so that groups can get a better feel for how long they have to move.</p>	<p>Are groups able to match their travelling speed to the programme?</p> <p>Do the members of each circle maintain approximately even spacing while travelling, or do 'gaps' appear?</p> <p>Do the members of each group take an interest in the other groups when it is their turn to sit and watch, rather than to travel?</p>



2: Autumn dance



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

The emphasis in this programme is on working in groups of four (returning to the groups from last time) and also on dance composition by selecting elements for the group's dance. Various elements worked on last time return in this programme, but children have some control over how to use them.

Lesson summary:

- **Warm up:** slow motion walking from last time but in groups
- **Travelling in lines:** groups create two lines and repeat the movements three times, deciding which direction to move in
- **Dripping rain – groups:** children stay in the two lines and revisit some of the dripping rain moves that were danced in pairs last time
- **Circles and spirals:** children return to their four group circles: two groups circle the others, while those not travelling make the spiralling movements – then swap and repeat
- **Autumn dance:** the elements of travelling in two lines, dripping rain and circles and spirals are put together with the music to create the Autumn dance





Session 2 structure: Autumn dance

Content	Guidance	Evaluation
<p>Warm up</p> <p>In groups from last time – yellow, orange, red, brown. Each group stands in a line behind the leader. Slow motion walking forward, following the leader. Then sitting down, hugging knees and hiding faces. Repeats with new leader travelling in a new direction.</p>	<p>Before starting the programme get the class organised into the four groups from last time.</p>	<p>Are children able to remember groups from last time and their colours?</p> <p>Do they follow the leader, staying in time with the leader and Diane's instructions?</p> <p>Does the new leader set a new direction for all to follow?</p>
<p>Travelling in two lines</p> <p>The group divides into two lines to repeat the movements: walking in slow motion, then hugging knees. The sequence is repeated three times, with a new leader each time.</p>	<p>The emphasis here is to begin to introduce the children's own ideas for the dance. So possible ways of moving are:</p> <ul style="list-style-type: none"> i) both lines travel together; ii) one line moves forward as the other moves backwards, then change; iii) ideas of your own! Diane talks through when to travel, when to hug knees, when to stand again. 	<p>Do the children have difficulty deciding on a way to move?</p> <p>Do they decide on a simple or a more adventurous way to move together?</p> <p>Are they excited at the prospect of customising the Autumn dance with their own ideas?</p>
<p>Dripping rain – groups</p> <p>Children stay in their two lines and turn to face each other, taking two steps backwards to ensure sufficient space. They then:</p> <ul style="list-style-type: none"> i) take two steps forward clapping hands as drips; ii) run backwards away from the opposite line, still clapping. Then the sequence is developed by incorporating other moves from last time: i) walk forwards, clapping; ii) reach hands above head to feel the rain; iii) crouch down to take shelter 	<p>The sequence is danced twice through with the music. You'll have to think carefully about your space and how far backwards the children should travel – and thus the speed they should travel at.</p> <p>This sequence is danced through once. Then Diane invites you to pause the programme so that groups / lines can decide how they would like to move when they dance it through again twice – eg together, one after the other, your own ideas.</p>	<p>The dance is starting to get quite complex now, with choices for the children to make. Are they excited about making their own choices for the dance?</p> <p>Are the children able to select which moves they'd like to incorporate?</p> <p>Are they able to maintain timing when they dance the sequence through?</p>



<p>Circles and spirals Re-organise the groups in circles: yellow and orange beside each other at the front; red and brown beside each other behind them.</p> <p>Then making circles above head; in front of the face; in front of the tummy; finishing with a quick spin.</p> <p>The sequence is developed by choosing leaders for each group. Yellow dances around orange and back to starting place. At the same time red does the same around brown.</p> <p>Also at the same time members of orange and brown make their spiralling moves. Then swap so that orange and brown move while yellow and red make spirals.</p>	<p>Make sure everyone is clear on the colour of their circle. Make sure every group is clear on which group they will be travelling around – pause the programme if necessary to check.</p> <p>Members of each circle face in towards the middle.</p> <p>Look for spirals that are made at contrasted levels – from high as possible to low as possible.</p>	<p>Are the children able to remember the colour of their group (and the group they will be travelling around)?</p> <p>When groups travel are the members able to maintain equal spaces from each other, or do 'gaps' appear?</p> <p>Are children able to make spirals on contrasting levels?</p>
<p>Travelling in two lines The dance now combines the elements of lines and circles from above, danced through in sequence. So children start in two lines and dance the line sequence three times through; then dripping rain, then move into circles for travelling / spirals.</p>	<p>The children need to listen carefully. You may need to help groups remember the decisions they came up with regarding how their lines move.</p>	<p>Can children remember the movements and any particular selections of movements they have made?</p> <p>Are their dances more polished this time round?</p> <p>Are they enjoying dancing again something they have previously worked on?</p>
<p>Travelling in lines - music The music track for the Autumn dance. The music lasts 02' 22"</p>		<p>Are children able to remember and maintain this element of the dance?</p>
<p>Dripping rain Groups remind themselves of their chosen moves for 'Dripping rain' and practise them again with the music – two times through.</p>		<p>Are children able to anticipate and get ready for the next element of the dance?</p>
<p>Circles and spirals The Autumn dance concludes with groups in their circles once again.</p>		<p>Do the children maintain the same level of interest and energy right to the end of the dance?</p>