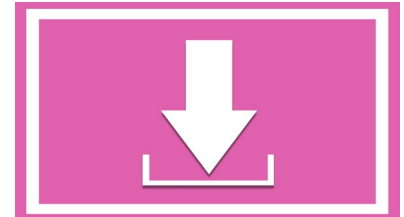


Dance KS1: Time to Move

Dinosaurs



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



1: Mary Anning

Go to webpage



2: The time of dinosaurs

Go to webpage



3: Sleepover at the museum

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.

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



Dinosaurs

1: Mary Anning



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dance session as an
mp3 file*

This unit takes a variety of approaches to the theme of dinosaurs. In the first session we focus on the life of the great fossil collector, Mary Anning. Children work together to make dance sequences which show Mary exploring the beach and the fossils that she uncovered. They work in pairs to bring these fossils to life.

Lesson summary:

Warm up: skipping, then freezing into stretched and curved shapes

Making the waves: dipping and rising on the spot, then stepping backwards and forwards

Searching the beach: pairs – taking wobbly steps, crouching down to search

The waves wash up fossils: pairs – dipping and rising as the waves, freezing into an ammonite and shark's tooth shape.

An amazing discovery: stepping towards the cliff, freezing in amazement

Uncovering the fossil: tapping the fossil

The Ichthyosaur swims through the ocean: pairs – freezing as fossil, dipping and rising as Ichthyosaur.

Flying back through time: pairs – putting together waves, fossil and Ichthyosaur sequence

Cool down: stretching and bending arms and legs

Movement focus:

Body: crouched down small, stretched and upright, contrasting shapes, arms, legs and feet

Action: wobbly steps, skipping, jumping, dipping and rising, growing, stretching

Dynamics: contrasts in speed, high and low.

Space: awareness of different levels, making your own pathway

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



Session 1 structure: Mary Anning

Content	Guidance	Evaluation
Warm up Children skip energetically around the space, making curvy patterns. They freeze in high, stretched shapes, then low, crouched down shapes.	Encourage children to work independently and skip with lots of energy and to stretch up as high as they can, then down as low as they can. Help them to really hold their shapes still.	Can children make their own curvy pathway? Can they clearly show different levels - high and low?
Making the waves Children move up and down on the spot, bending then straightening their knees and making dipping and rising movements as the waves with their arms. Then they take steps forward and back on tip-toes, as though they are the tide coming in.	Help children to move in a controlled and graceful way, dipping and rising on the spot. Encourage them to move forwards and backwards with quick, light footsteps.	Can children show the gentle, rolling movement of the waves, gradually making their movements bigger, as the sea gets rougher and the tide comes in?
Searching the beach In pairs, children move around the space, taking wobbly, balancing steps. When the music stops, they crouch down to search for fossils, then show them to their partner.	Help children to really step in time to the music and follow each other's pathway. They need to have excited expressions when they find a fossil!	Can pairs work together, to make their own clear pathways through the space? Can they show how slippery the rocks are, by moving with wobbly steps, swaying a little and holding out their arms to balance?
The waves wash up fossils In pairs, children dip and rise as the waves, then freeze - first into a spiral ammonite shape, then into a pointy shark's tooth shape.	Help children to move gracefully from their gentle rising and dipping movements, into their still, curved, spiral shape, then pointy shark's tooth shape. Encourage them to show in their movements how the sea is getting rougher – making them bigger and faster.	Can children think imaginatively about how to use their bodies to make their fossil shapes - curving their bodies together to make the spiral shape of the ammonite, then stretching upwards to make the pointy shark's tooth shape? Can children show the tide coming, moving backwards and forwards with quick, light footsteps?
An amazing discovery Children take five slow steps forwards towards the cliff, polish the fossil, then freeze with an excited expression.	Encourage children to really listen to the music and remember each part of their movement sequence.	Can children remember their movement sequence and repeat it without the help of the presenter? Can they make each slow and careful step in time to the music?
Uncovering the fossil Children tap the fossil gently with their hammer.	Encourage children to tap with small, quick rhythmic movements.	Can children work independently and tap in time to the music?



<p>The Ichthyosaur swims through the ocean In pairs, children work together, to show the Ichthyosaur coming to life, swimming through the sea, then freezing again as a fossil.</p>	<p>Help children to have a clear beginning and end to their dance sequence – starting off in a frozen fossil shape, moving gracefully around the space, then finishing once more in a freeze.</p>	<p>Can children show three clear sections to their dance sequence?</p> <p>Can they show the graceful, dolphin like movements of the Ichthyosaur, as they move as one through the space?</p> <p>Can they use different levels – high and low – dipping and rising?</p>
<p>The tide washes up the fossil and the Ichthyosaur swims through the ocean. Building upon the previous sequence, children add the movements of the tide coming in.</p>	<p>Help children to remember this longer sequence of movements – the tide comes in, they freeze in their fossil shape, they come to life as the Ichthyosaur swimming through the sea, freeze as the fossil again, then lastly, move as the tide coming in.</p>	<p>Can children clearly show these different dance movements, thinking ahead and working co-operatively with their partner?</p>
<p>Cool down Children stretch out their arms and legs. Relax.</p>		



2: The time of the dinosaurs



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The second session focuses on the dinosaurs that lived millions of years ago. Children work together to make dance sequences based around the activities of different species, such as the Ankylosaurus, Triceratops, Deinonychus and Tyrannosaurus Rex.

Lesson summary:

Warm up: skipping, then turning quickly in the opposite direction

Travelling through time: spinning and travelling around the space

Follow the dinosaur trail through squelchy mud: pairs – taking wobbly steps, crouching down to search

Meet the Ankylosaurus: move around as the Ankylosaurus

Follow the dinosaur trail through long grass: pairs – stepping as explorers

Charging triceratops: pairs – moving towards each other, heads down

The Deinonychus is coming: groups of four – hunting in a pack

The explorers meet the Tyrannosaurus Rex: in two groups, alternate explorer and Tyrannosaurus Rex movements

Travelling back through time: reprise of spinning and travelling movements

Cool down: stretch and relax

Movement focus:

Body: crouched down small, moving on hands and feet, stepping with heads lowered, stretched and upright, contrasting shapes, arms, legs and feet

Action: creeping, skipping, pouncing, stretching, charging, spinning

Dynamics: contrasts in speed, high and low.

Space: awareness of different levels, making your own pathway

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



Session 2 structure: The time of the dinosaurs

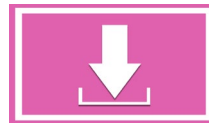
Content	Guidance	Evaluation
Warm up	Children skip energetically around the space. When the presenter calls out 'Change!' they turn quickly and skip in the opposite direction.	Encourage children to skip with lots of energy, using the whole space and to turn quickly in a controlled way.
Travelling through time Children stretch out their arms and move around the space on tip-toes, spinning as they do.	Encourage children really stretch out their arms and to spin gently as they make their curvy pathway. Encourage them to use the whole space.	Can children work on their own and spin in a controlled and take small, light footsteps as they move around the space?
Follow the dinosaur trail through squelchy mud Children practise a stepping and looking through binoculars sequence. They step, then look from one side to another, holding up curved fingers to their eyes, as though these are their binoculars.	Encourage children to remember the sequence and to step and look at the right time in the music. They need to take heavy footsteps, as though they are stepping through the squelchy mud.	Can children really imagine they are stepping through the squelchy mud? Can they step in time with each beat of the music?
Meet the Ankylosaurus! Children move around the space as the Ankylosaurus. They move around on their hands and feet, with backs arched, then stop and swing their arms behind them as their tails.	Children need to make sure they are in a space of their own. If they find it uncomfortable to move around on their hands and feet, they can stay resting on their knees. Encourage them to move their left arm and left leg together, then their right arm and right leg together.	Can children show the character of this huge, heavy creature, by using slow, strong movements?
Follow the dinosaur trail through long grass In pairs, children step carefully through the space as explorers, one following the other's pathway. They do the same stepping and looking pattern as before, but this time, crouch down and creep, throwing out their arms to push away the long grass.	Encourage children to bend their knees and really crouch down low as they creep, so that they can't be seen! Help them to follow exactly in each other's footsteps, stepping with the beat of the music.	Can children work co-operatively with their partner, making their own clear pathway through the space? Can they clearly show a new and contrasting way of stepping to before, as they creep through long grass?
Charging Triceratops! In pairs, children imagine that they are the charging Triceratops. They scrape the ground with their feet, then move slowly towards each other, heads lowered and backs curved. They move slowly around each other in a circle, as though they have locked horns.	Help children to remember each clear part of the dance sequence and to move with slow, heavy movements. Encourage them to move in a controlled way, not touching, as they circle each other, heads lowered.	Can children clearly show the character of the charging Triceratops?



<p>The Deinonychus is coming! In groups of four, children move as Deinonychuses hunting in a pack. They hold their hands in front of them as claws, keeping their elbows bent and tucked in. They move with light, quick footsteps, two in front and two behind, then crouch down and pounce on their prey.</p>	<p>Encourage children to stay together in their groups – moving at the same speed as each other, with the same-sized steps. They need to listen carefully to the music, so that they know when to pounce – everyone pouncing at once!</p>	<p>Can children move together with their group?</p> <p>Can they show a clear contrast in the movements of these small, agile dinosaurs – this time moving with quick, light steps?</p>
<p>The explorers meet the Tyrannosaurus Rex! The class divides into two groups – group A and B. Group A steps around the space as explorers. Group B travel around as the terrifying Tyrannosaurus Rex – arms tucked in, elbows bent and gnashing their teeth!</p>	<p>Help group A to remember their stepping and looking sequence, moving in time with small, light steps. Help group B to alternate their stamping and looking around movements.</p>	<p>Can children stay with their group and take it in turns to move around the space?</p> <p>Can they hold a frozen position when they are not moving?</p>
<p>Travelling back through time Children spin around the space as before, taking quick, light steps on tip-toes.</p>	<p>Encourage children to use big, graceful spinning movements and to make their own curved pathway through the space.</p>	<p>Can children spin in a controlled way, not bumping into anyone else?</p>
<p>Cool down</p>	<p>Stretch out your arms, lift up your knees to your tummy and stretch out your legs again. Relax.</p>	



3: Sleepover at the museum



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dance session as an
mp3 file*

In the final session of the unit we spend a night at a museum! Children work together to make dance sequences based around the exhibits which come to life in the museum. These include a flying Pterodactyl and a Tyrannosaurus Rex skeleton, which crashes around the gallery, looking for something to eat!

Lesson summary:

Warm up: skip around the space, then freeze as a statue of an explorer

Explore the dinosaur gallery: pairs – stepping and shining torches

Look at the dinosaur exhibits: in two groups – as children and dinosaurs

The dinosaurs move their eyes: in two groups – as children and dinosaurs

The Pterodactyl smashes out of its case: pairs – flying as the Pterodactyl

Tyrannosaurus Rex comes to life: groups of four – make a moving skeleton

All the dinosaurs wake up: in two groups – moving as children and dinosaurs

Cool down: lie down and take deep breathes

Movement focus:

Body: crouched down small, stretched up high and upright, contrasting shapes, arms, heads, legs and feet

Action: creeping, skipping, leaping, flying, ducking down

Dynamics: contrasts in speed, high and low

Space: awareness of different levels, making your own pathway

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



Session 3 structure: Sleepover at the museum

Content	Guidance	Evaluation
Warm up Children skip energetically around the space. When the music stops, they freeze, as though they are a pointing statue at the entrance of the museum.	Encourage children to make their own pathway and use the whole space. They need to hold their stretched, pointing statue shape.	Can children hold their pointing freeze as the statue of the explorer?
Explore the dinosaur gallery In pairs, children imagine they are doing a sleepover at the museum. They step around the gallery, shining their torches in different directions.	Encourage children to practise slowly first, so that they can learn the sequence of stepping and shining their torches. Help them to count the beats of each part of the sequence, especially when they turn on the spot and shine their torch for eight beats.	Can children remember this longer sequence and step in time to the music? Are they able to count and remember the rhythm?
Look at the dinosaur exhibits The class divides in half into groups A and B. Group A repeats the stepping and torch shining sequence, while group B freeze as the different dinosaur exhibits.	Help children in group A to step in time and to shine their torches boldly in different directions. Encourage children in group B to really think about how to use their bodies in interesting ways to make the dinosaurs, perhaps using ideas from the previous episode.	Can children work together as a whole class to create this movement sequence? Can group B be creative and show the character of the dinosaur they have chosen – by their body shape and expression? If they are in group A, can they move confidently and in time with the rest of their group?
The dinosaurs move their eyes! Children swap roles and repeat the previous sequence, but this time, group A – who are now the dinosaurs – follow members of group B with their eyes, or make a tiny movement as they walk past.	Help children to quickly change to their new roles. Children in group A now need choose a dinosaur – this could be huge and wide, or small and crouched, straight and upright, or they could curve their backs and rest their hands and feet on the floor.	Can children in group B remember their stepping and torch shining sequence and do this independently? Can group B concentrate and move nothing but their eyes, or make a very tiny movement, then be still again?
The Pterodactyl smashes out of its case In pairs, children make the huge Pterodactyl. They crouch down, then leap up to burst out of the case, then move together, with one arm each outstretched, as their wings. They soar up high and dip down low.	Encourage children to move together and to be close to each other, even linking arms, to help them stay together as they fly through the space. Encourage them to bend and straighten their knees as they soar up high and dip down low.	Can children really co-operate with each other, to become as one creature? Can they flap their wings with huge, steady, graceful movements? Can they take small light steps and show different levels, stretching up high and bending their bodies to dip low?



<p>Tyrannosaurus Rex comes to life! In groups of four, children make the Tyrannosaurus Rex skeleton which comes to life. They start off frozen, then come to life and roar, moving as the Tyrannosaurus Rex crashing around the room.</p>	<p>Children need to really co-operate with each other to decide which part of the Tyrannosaurus Rex they are going to be. They need to listen carefully to the music, so that they know when to come to life.</p>	<p>Can children hold a frozen shape with their group?</p> <p>Can they move through the space in a controlled way, staying together?</p> <p>Can they show how terrifying the Tyrannosaurus Rex is by their expressions and movements?</p>
<p>All the dinosaurs wake up! Children get into their groups A and B again. Group A stamp around the room as the dinosaurs, then freeze: group B creep between the frozen dinosaurs, then duck down and hide. Repeat sequence.</p>	<p>Encourage children to only move when it is their turn and to then freeze in a completely still position.</p> <p>Group A need to take huge loud footsteps, and group B need to take contrasting light, quick steps.</p>	<p>Can children really concentrate and only move when it's their turn?</p> <p>Can they be creative, in using their bodies in interesting ways to make the dinosaurs they have chosen?</p> <p>Can they clearly show the contrasting movements of the children and the dinosaurs?</p>
<p>Cool down</p>	<p>Children lie down on the floor and take deep breathes. Relax.</p>	