

Dance KS1: Time to Move

Diwali



1: Getting ready for Diwali

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Using Time to Move

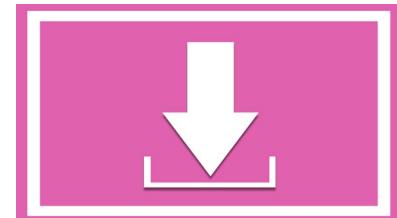
Time to Move needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

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.

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 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



Diwali

1: Getting ready for Diwali



Click to download this dance session as an mp3 file

This unit is based on the celebrations of the Hindu festival, Diwali. In this first session the focus is on the preparations for Diwali - getting the house clean and ready, shopping for sweets and decorations, making rangoli patterns and lighting the Diwali lamps.

Lesson summary:

Warm up: crouching down small, jumping up high, skipping

Getting ready – sweeping: pairs - sweeping in time

Getting ready – polishing: pairs - jumping and reaching high and low

Getting ready – opening the windows: pairs – skipping, throwing out arms

Going to market: pairs - skipping, pointing, then jumping up high

Arranging the lamps: stepping gracefully, making a curvy pathway

Making a rangoli pattern: groups of four – spinning into contrasting shapes

Lighting the lamps: groups of four – rising up slowly as the flames

Getting ready recap: putting together the sequence

Cool down: lie down and wiggle fingers and toes

Movement focus:

Body: curled up small, stretched and upright, arms, legs and feet

Action: skipping, jumping, stepping in time, growing, stretching

Dynamics: contrasts in speed

Space: awareness of different levels, making your own pathway

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

Session 1 structure: Getting ready for Diwali

Content	Guidance	Evaluation
<p>Warm up Children roll their shoulders, jump up high and crouch down low. They skip around the space.</p>	Encourage children to skip around the space with light footsteps, making their own pathway and not following anyone else.	Can children work independently - jumping up high and crouching down low at the right moment? Can they use the whole space, when they skip around?
<p>Getting ready - sweeping In pairs, children wake up, stretch, then sweep with a partner.</p>	Children need to sweep side by side with their partner, using strong, rhythmic, forward-pushing movements.	Are children able to sweep in time to the strong beat of the music? Can they move together with their partner, staying side by side?
<p>Getting ready - polishing In pairs, children jump - legs together - first to one side, then to the other and polish with their partner, stretching up high and reaching down low.</p>	Encourage children to reach up as high as they can, then down very low to polish. Help them to jump at exactly the same time as each other in the right part of the music.	Can children work in a space with their partner, jumping the same way and not bumping into each other?
<p>Getting ready -- opening the windows Children skip around the space with their partner, then stop to fling out both arms to open a window.</p>	Encourage children to move around the space with lots of energy and light footsteps, and listen carefully so they know when to stop and throw out their arms. Encourage them to bend then straighten their arms - really throwing them out wide.	Can children move around with light, energetic footsteps and reflect the happy, lively music? Can they keep with their partner and throw their arms out in a controlled way, at the right part of the music?
<p>Going to market Children skip around the space with their partner, then stop to point - twice one way and then twice the other way, imagining that they are seeing the bright decorations on the stalls. They jump up high and reach down low to fill their bags with decorations.</p>	Encourage the children to skip energetically, with bright, excited expressions on their faces. Help them to point clearly and precisely in different directions, with outstretched arms.	Can children remember this movement sequence – skipping, then pointing, then skipping again? Can they repeat this, in time to the music? Can they remember to stop and jump up high and reach down low when the music changes?
<p>Arranging the lamps Children take slow, careful steps, bending then stretching out their arms as they put out the lamps for Diwali.</p>	Encourage children to take light steps and to bend and stretch their arms gracefully. Encourage them to change direction, after each time they've put out a lamp.	Can children step in time to the music, making their own curvy pathway?



Making a rangoli pattern Children work in groups of four to make three different rangoli patterns. They spin slowly from one shape into another.	Encourage the children to hold each shape in a frozen position. Help them to make three very contrasting shapes eg pointy and straight, or curved and swirly.	Can children co-operate with each other in their groups - first to decide on what their shapes will be, then to move slowly together into each one? Can they make interesting and contrasting shapes with their bodies and fit these together to make a bigger pattern as a group?
Lighting the lamps Children work in their groups of four to make the flames of the Diwali lamps. They rise up slowly and sway from side to side, hands above their heads.	Help children to rise up very slowly and gracefully to the music - not moving too quickly.	Can children work together, starting off crouched down small with their backs to each other, but moving together to rise up as the flames?
Getting ready - recap Working with a partner, children remember their opening dance sequences, putting them together to make a longer 'getting ready' sequence.	Encourage children to think ahead about what movements come next. Help them to sweep, jump and fling out their arms at the right moment in the music.	Can children remember the sequence of moves that they learnt earlier in the programme? Can they move in time and work co-operatively with their partner?
Cool down Lie down in a space. Wiggle your fingers, wiggle your toes. Relax.		



2: Time to celebrate



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

In this second session of the unit the focus is on the Diwali celebrations - handing out presents, letting off fireworks, a procession through the streets with the statue of Ravana and finally, Rama and Sita coming home through the jungle.

Lesson summary:

Warm up: skipping and freezing in rangoli shapes

Getting ready: a reprise of sweeping, polishing and opening the windows

Handing out sweets: skipping around space and handing out sweets

Letting off fireworks: pairs - star jumps and turning on the spot

A procession through the streets: groups of four - a statue of Ravana

Letting off fireworks and a procession through the streets: groups of four - putting together statue and fireworks sequences

Rama and Sita come home: making the lamps which guide them home

Cool down: lie down and stretch out arms and legs

Movement focus:

Body: curled up small, stretched and upright, arms, legs and feet

Action: skipping, jumping, stepping in time, star jumps, growing, stretching

Dynamics: contrasts in speed, high and low

Space: moving in a controlled way around the space, moving from one speed to another

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

Session 2 structure: Time to celebrate

Content	Guidance	Evaluation
<p>Warm up Children skip around the space. When the music stops, they freeze in contrasting rangoli shapes.</p>	<p>Encourage children to skip with lots of energy, making their own pathway and not following anyone else.</p>	<p>Can children keep up with the fast rhythm and skip in time?</p> <p>Can they work independently to make two very contrasting shapes - pointy and star-shaped and curved and round?</p> <p>Can they hold their shapes?</p>
<p>Getting ready - reprise Working in pairs, children remember their sweeping, polishing and opening the windows sequence from last time.</p>	<p>Encourage children to move together and to be very precise in their movements - fast forward-pushing movements for sweeping, small circular movements for polishing and flinging out their arms when they open the windows. Help them to think ahead, so they know what comes next.</p>	<p>Are children able to remember their different movements from last time and make them clear?</p>
<p>Handing out sweets Children skip with light footsteps around the space, making their own pathway. When the music stops, they give out sweets to a person near them.</p>	<p>Encourage children to use the whole space and skip with light footsteps.</p> <p>They need to listen carefully to the music, so they know when to stop.</p>	<p>Can the children make their own curvy pathway and stop immediately with the music?</p> <p>Can they co-operate with each other as they give out their sweets?</p>
<p>Letting off fireworks In pairs, children take it in turns to leap up in the air and do star jumps as though they are the fireworks. They turn on the spot.</p>	<p>Encourage children to watch each other and take it in turns. Help them really change their body shape - starting off small and crouched, then leaping up as high as they can and throwing their arms and legs out wide.</p>	<p>Can children jump up very high with lots of energy?</p> <p>Can they turn on the spot in a controlled way?</p> <p>Can they change their body shape?</p>
<p>A procession through the streets In groups of four, children make a statue of Ravana, as he processes through the streets.</p>	<p>Help children to work co-operatively together and to identify what they are going to be - the statue or the flames.</p>	<p>Are children able to co-operate with each other to make the statue of Ravana?</p> <p>Can they move as one and step in time?</p> <p>If they are Ravana, can they show his fierce character, using strong, fast head and arm movements, but keeping a steady walking pace?</p>



<p>A procession through the streets and letting off fireworks In groups of four, children put together their fireworks sequence, then their statue procession sequence, then their fireworks sequence again.</p>	<p>Help children to do their star jumps in time to the music and to use different high/low levels. Encourage them to move quickly from one type of movement sequence to the next. Help them to give a polished, focused performance with their group.</p>	<p>Can children remember their different movement sequences and put them together to give a polished performance? Can they think ahead and anticipate what comes next? Can they show excitement - through their expressions and the way they move in which they move?</p>
<p>Rama and Sita come home Working as a whole class, children make the lines of lamps which guide Rama and Sita home through the forest. They grow slowly, stretching upwards, then sway gently on the spot.</p>	<p>Help children to make their two lines, with Rama and Sita standing ready at one end. Encourage them to work together as a whole class - moving at the same speed as each other, as they slowly rise up - from low to high.</p>	<p>Can children work together as a whole class, watching each other and moving with control?</p>
<p>Cool down Lie down in a space. Stretch out your arms and legs and relax.</p>		