

# Time to Move

Autumn 2014



*Diane Louise Jordan - presents Time to Move*

**Age: 6-8**

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# Time to Move

## Autumn 2014

These programmes are available to download from the BBC Podcast Directory following transmission.  
Refer to the transmission dates below to find out when each one is available.

<b>Introduction</b>	<b>3</b>
<b>Unit 1: A traditional harvest</b>	<b>5</b>
<b>1 Picking apples</b>	<b>6</b>
Podcast / AOD available from 25/09/2014	
<b>2 Reaping</b>	<b>8</b>
Podcast / AOD available from 02/10/2014	
<b>Unit 2: Diwali</b>	<b>10</b>
<b>3 Getting ready for Diwali</b>	<b>11</b>
Podcast / AOD available from 09/10/2014	
<b>4 Time to celebrate!</b>	<b>13</b>
Podcast / AOD available from 16/10/2014	
<b>Unit 3: Dinosaurs</b>	<b>15</b>
<b>5 Mary Anning</b>	<b>17</b>
Podcast / AOD available from 23/10/2014	
<b>6 The time of the dinosaurs</b>	<b>19</b>
Podcast / AOD available from 06/11/2014	
<b>7 Sleepover in the museum</b>	<b>21</b>
Podcast / AOD available from 13/11/2014	
<b>Unit 4: A Victorian Christmas</b>	<b>23</b>
<b>8 Decorate the tree</b>	<b>24</b>
Podcast / AOD available from 20/11/2014	
<b>9 The presents underneath</b>	<b>27</b>
Podcast / AOD available from 27/11/2014	
<b>Unit 5: Music</b>	<b>29</b>
<b>10 All the music</b>	<b>29</b>
Podcast / AOD on 04/12/2014	

## Introduction:

### 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 loudspeaker is 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 programmes...

- Always encourage careful listening
- Reinforce the importance of safety – e.g. 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)*

Dance is acknowledged as an integral ingredient of a child's education in the National Curriculum for England 2014. The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum. The curriculum states that children should be taught to:

- develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- develop balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns

### Using these Teacher's Notes:

These Teacher's Notes include a detailed content grid for each programme. The content grids include the following information:

- **Timing.** Use this space to make a note of any timings you wish to record.
- **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 children's contribution.

### Podcasts

These programmes are available to download as 'podcasts' from the BBC website following transmission. This means that individual programmes from the series can be downloaded as an mp3 file to your computer as they become available. You can also subscribe to the series, meaning that your computer will automatically search for new programmes and ensure that you do not miss a single episode.

To either download or subscribe to **Time to Move** as a podcast go to this page and follow the instructions on 'How to subscribe' and 'How to download':

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You can also subscribe using leading podcast software, including itunes. One advantage of subscribing using itunes (or similar) is that you can save the audio direct to your mp3 player program, without having to import the file. However, the mp3 files will also play direct from your computer, using whichever media player you have selected.

### **Feedback**

Feedback is vital to the series and is always welcome. Please visit the 'Contact us' page of the School Radio website at:

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*Or you can write to us at:*

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We look forward to hearing from you.

## Unit 1: A traditional harvest

By Sue Burton

This unit of two programmes 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

The unit begins with extended sequences exploring picking apples and storing them in barrels.

#### Programme 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

### 2. Reaping

In today's programme the children will be cutting the corn (the way it used to be done 100 years ago with sickles) to create a reaping dance.

#### Programme summary:

**Warm up:** sickle practise. 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

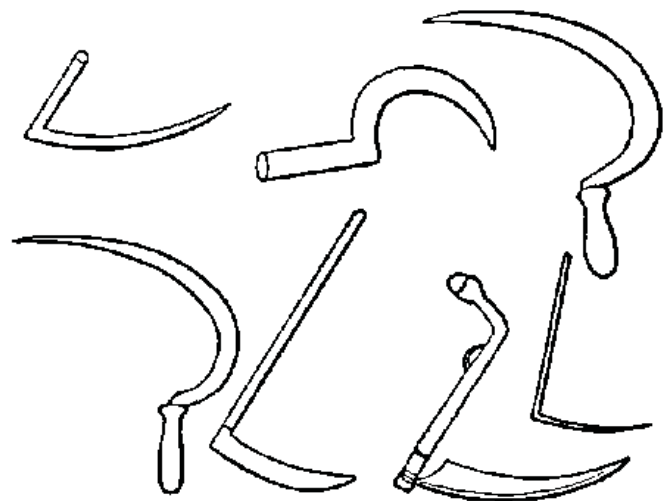
**Groups - cutting corn and piling it in the centre:** children work in groups of about 6 or 8 to cut the corn, then carry it to the centre of the space to dry it in the sun

**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 programme 1, but with an emphasis on working in groups.



Examples of sickles or 'reaping hooks'

### 1. Picking apples - programme structure

Timing	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. Ensure they are listening carefully to get their timing from Diane's instructions.</p>	<p>Do the children listen carefully? Can they bend and straighten knees in time to Diane's instructions? Do they respond to the beat of the music? 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? Do they keep in time to music? 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? Can they co-ordinate their movements? 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.</p> <p>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 and 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? When they swing do they maintain control and balance? 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'.</p> <p>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.</p> <p>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? Does the circle maintain its shape throughout the dance? Do children keep in time with the music? 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.</p> <p>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. 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? 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><b>Repeat the sequence as often as you like to polish the dance - perhaps using the music from the resource programme.</b></p>	<p>Do the children enjoy dancing together? Are they gradually gaining confidence with their movements? Can they maintain control and timing throughout the complete dance?</p>

## 2. Reaping - programme structure

Timing	Content	Guidance	Evaluation
	<p><b>Warm up: reaping practise</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? 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.</p> <p>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 practise</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? Can they move in time to the music? Do they all step together and close feet together? Are they listening carefully for Diane's instructions?</p>
	<p><b>Cutting the corn together in groups</b> The children join together in pairs, then pairs join together to form groups of 6 or 8 children.</p> <p>The sequence begins with a practise 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 programme 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? 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 practise.</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>Are the children enjoying dancing together? Can they keep in time with the music and Diane's instructions? 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. 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><b>The programme ends with an invitation to repeat the dance adding some elements of your own. The music resource programme which ends the series is an ideal opportunity to do this.</b></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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## Unit 2: Diwali

By Katherine Freeman

### 3. Getting ready for Diwali

This unit is based on the celebrations of the Hindu festival, Diwali. In this first programme, we focus on the preparations for Diwali – that's 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

### 4. Time to celebrate!

In this second programme of the unit, we focus 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

### 3. Getting ready for Diwali - programme structure

Timing	Content	Guidance	Evaluation
	<p><b>Warm up</b> 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><b>Getting ready – sweeping</b> 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><b>Getting ready – polishing</b> 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><b>Getting ready – opening the windows</b> 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><b>Going to market</b> 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><b>Arranging the lamps</b> Children take slow, careful steps, bending then stretching out their arms as they put out the lamps for Diwali.</p>	<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.</p>	<p>Can children step in time to the music, making their own curvy pathway?</p>
	<p><b>Making a rangoli pattern</b> Children work in groups of four to make three different rangoli patterns. They spin slowly from one shape into another.</p>	<p>Encourage the children to hold each shape in a frozen position. Help them to make three very contrasting shapes e.g. pointy and straight, or curved and swirly.</p>	<p>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?</p>
	<p><b>Lighting the lamps</b> 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.</p>	<p>Help children to rise up very slowly and gracefully to the music – not moving too quickly.</p>	<p>Can children work together, starting off crouched down small with their backs to each other, but moving together to rise up as the flames?</p>
	<p><b>Getting ready – recap</b> Working with a partner, children remember their opening dance sequences, putting them together to make a longer 'getting ready' sequence.</p>	<p>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.</p>	<p>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?</p>
	<p><b>Cool down</b> Lie down in a space. Wiggle your fingers, wiggle your toes. Relax.</p>		

#### 4. Time to celebrate! Programme structure

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

	<p><b>A procession through the streets and letting off fireworks</b>                  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 they way they in which they move?</p>
	<p><b>Rama and Sita come home</b>                  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><b>Cool down</b>                  Lie down in a space. Stretch out your arms and legs and relax.</p>		



*Rama and Sita meet Hanuman the Monkey King*

## Unit 3: Dinosaurs

By Katherine Freeman

### 5. Mary Anning

This unit takes a variety of approaches to the theme of dinosaurs. In the first programme 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

### 6. The time of the dinosaurs

The second programme 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

## 7. Sleepover at the museum

In the final programme 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

### Links:

Mary Anning on wikipedia:

[http://en.wikipedia.org/wiki/Mary\\_Anning](http://en.wikipedia.org/wiki/Mary_Anning)



*Portrait of Mary Anning and her dog*



## 5. Mary Anning - programme structure

Timing	Content	Guidance	Evaluation
	<p><b>Warm up</b> Children skip energetically around the space, making curvy patterns. They freeze in high, stretched shapes, then low, crouched down shapes.</p>	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?
	<p><b>Making the waves</b> 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.</p>	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?
	<p><b>Searching the beach</b> 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.</p>	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?
	<p><b>The waves wash up fossils</b> 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.</p>	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?

	<p><b>An amazing discovery</b> Children take five slow steps forwards towards the cliff, polish the fossil, then freeze with an excited expression.</p>	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?
	<p><b>Uncovering the fossil</b> Children tap the fossil gently with their hammer.</p>	Encourage children to tap with small, quick rhythmic movements.	Can children work independently and tap in time to the music?
	<p><b>The Ichthyosaur swims through the ocean</b> In pairs, children work together, to show the Ichthyosaur coming to life, swimming through the sea, then freezing again as a fossil.</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.	Can children show three clear sections to their dance sequence? Can they show the graceful, dolphin like movements of the Ichthyosaur, as they move as one through the space? Can they use different levels – high and low – dipping and rising?
	<p><b>The tide washes up the fossil and the Ichthyosaur swims through the ocean.</b> Building upon the previous sequence, children add the movements of the tide coming in.</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.	Can children clearly show these different dance movements, thinking ahead and working co-operatively with their partner?
	<p><b>Cool down</b> Children stretch out their arms and legs. Relax.</p>		

## 6. The time of the dinosaurs - programme structure

Timing	Content	Guidance	Evaluation
	<b>Warm up</b>	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.
	<b>Travelling through time</b> 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?
	<b>Follow the dinosaur trail through squelchy mud</b> 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?
	<b>Meet the Ankylosaurus!</b> 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?
	<b>Follow the dinosaur trail through long grass</b> 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?

	<p><b>Charging Triceratops!</b> 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.</p>	<p>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.</p>	<p>Can children clearly show the character of the charging Triceratops?</p>
	<p><b>The Deinonychus is coming!</b> 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? Can they show a clear contrast in the movements of these small, agile dinosaurs – this time moving with quick, light steps?</p>
	<p><b>The explorers meet the Tyrannosaurus Rex!</b> 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? Can they hold a frozen position when they are not moving?</p>
	<p><b>Travelling back through time</b> 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><b>Cool down</b></p>	<p>Stretch out your arms, lift up your knees to your tummy and stretch out your legs again. Relax.</p>	

### 7. Sleepover at the museum - programme structure

Timing	Content	Guidance	Evaluation
	<p><b>Warm up</b> 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.</p>	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?
	<p><b>Explore the dinosaur gallery</b> In pairs, children imagine they are doing a sleepover at the museum. They step around the gallery, shining their torches in different directions.</p>	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?
	<p><b>Look at the dinosaur exhibits</b> 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.</p>	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?
	<p><b>The dinosaurs move their eyes!</b> 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.</p>	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?

	<p><b>The Pterodactyl smashes out of its case</b> 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.</p>	<p>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.</p>	<p>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>
	<p><b>Tyrannosaurus Rex comes to life!</b> 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? Can they move through the space in a controlled way, staying together? Can they show how terrifying the Tyrannosaurus Rex is by their expressions and movements?</p>
	<p><b>All the dinosaurs wake up!</b> 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. 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? Can they be creative, in using their bodies in interesting ways to make the dinosaurs they have chosen? Can they clearly show the contrasting movements of the children and the dinosaurs?</p>
	<p><b>Cool down</b></p>	<p>Children lie down on the floor and take deep breathes. Relax.</p>	

## Unit 4: A Victorian Christmas

The final two programmes of the term share the same historical context as the first unit, only this time the focus has moved from harvest celebrations to Christmas.

### 8. Decorate the tree

In the first programme of the unit Diane is looking forward to Christmas, with a dance making extensive use of the well-known Christmas carol 'O Christmas tree'.

#### Lesson summary:

**Warm up:** skipping through the space in time with carol music

**Marching as the tin soldier:** first marching on the spot then travelling around the space

**Skipping while playing penny whistle:** skipping around the space making finger movements for playing the penny whistle

**Paper-chain shapes:** working in groups of about 6, finding ways to interlink arms etc to create paper-chains

**Refining paper-chains:** groups choose three favourite paper-chain shapes and find ways to link them together smoothly

**Angels and stars:** in pairs, children move one after the other as either angels or stars

**Christmas tree dance:** in a class circle beginning to create a dance based on the words of the 'Christmas tree' carol

#### Movement focus:

**Body:** contrasting smooth and angular shapes; contrasting heights

**Action:** marching, skipping, travelling with quick, light steps

**Dynamics:** contrasts in speed

**Space:** awareness of different levels, making own pathways and modifying these in relation to others

**Relationship:** working alone, with a partner and as a whole group

### 9. The presents underneath

In the second programme the focus is on presents underneath the Christmas tree and Victorian toys in particular.

#### Lesson summary:

**Warm up:** skipping through the space

**Travelling as sweets:** contrasting travelling steps showing three different sweets - sugar cane walking sticks; popcorn; and candy floss

**Puppets:** isolating upper and lower body parts and showing them move as a puppet on a string

**Whizzing mechanicals:** working with a partner children show the smooth motion of wind-up, mechanical toys

**Marbles:** moving close to the floor in slow motion to show marbles

**Christmas tree dance:** the circle dance from the first programme is reprised and practised and the programme ends with a complete performance of the Christmas tree dance without Diane's voice to help.

#### Movement focus:

**Body:** contrasting shapes and heights - stiff and upright for walking stick canes, smooth and low for marbles

**Action:** skipping, travelling with quick, light steps, travelling with slow 'sticky' steps

**Dynamics:** contrasts in speed

**Space:** awareness of different pathways and modifying these in relation to others

**Relationship:** working alone, with a partner and as a whole group



## 8. Decorate the tree - programme structure

Timing	Content	Guidance	Evaluation
	<p><b>Warm up</b> The children skip through the spaces with light, happy steps to the 'Christmas tree' carol music.</p>	<p>Make sure everyone is settled and listening carefully for Diane's introduction to the programme. The children can sing along with the carol if they know the words (see below).</p>	<p>Do the children skip with light, happy steps in time to the music? Are they listening carefully for instructions?</p>
	<p><b>Marching as tin soldiers</b> Children stand straight and tall with arms at their sides. They begin marching on the spot with the beat of the music. Then travel around the spaces.</p>	<p>Look for tall, upright positions and direct pathways. When the children travel as soldiers they must modify their pathways each time they meet another.</p>	<p>Do the children create tall, upright body positions? Can they find the beat of the music? Do they maintain control and keep listening while travelling.</p>
	<p><b>Skipping with penny whistle</b> Children hold an imaginary penny whistle to their lips and mime playing it while skipping around the space. The sequence is repeated with children skipping along twisting, turning pathways.</p>	<p>Look for busy fingers that really convey the movement of playing the penny whistle.</p>	<p>Can the children move in time to the music? Do they maintain control while travelling?</p>
	<p><b>Paper-chain shapes</b> The children get into groups of about 6. They explore different ways of linking together to make paper-chain shapes, including using both arms and legs.  Then they choose 3 favourite shapes and explore how to move smoothly from one to the next.</p>	<p>This sequence invites the children to quickly explore their shapes in time to some music. The music is repeated to provide an opportunity to explore different levels - e.g. some children on the floor.  Pause the programme when invited to do so (at 09 50) so that pupils can spend some time exploring how to connect their 3 favourite shapes. There is an opportunity to show them to the music immediately afterwards.</p>	<p>How well do the children co-operate in a group? Are they willing to listen to the ideas of others? Can they maintain control? Can they create smooth transitions from one shape to the next?</p>



	<p><b>Showing paper-chain transitions</b> The track begins with the music for groups to show their 3 paper-chain shapes.</p> <p>The track ends with an invitation to replay the music so that groups can show off their sequences and compare them with others.</p>	<p>The music lasts 30 seconds.</p> <p>Replay the music when invited to do so and then be ready to fast forward to track 6 at the end of the music repeat. Or, if you prefer, simply pause the programme and allow groups to show their sequences during the pause.</p>	<p>Do the children move smoothly from one shape to the next? How do they work with the music? What can they identify about how other groups move from one shape to the next?</p>
	<p><b>Angels and stars</b> Working in pairs the children take it in turns to be either an angel or a star. One child moves around the other in their chosen shape. Then, at Track 8, they swap over.</p>	<p>Pause the programme to allow pairs to get organised. Angels move first - travelling around their partner with light steps, ending with a freeze. Stars travel next, moving around their partner making spring, star jumps. Look for strongly contrasting movements.</p>	<p>Do the children move effectively as angels and stars? Is there a strong contrast between the two movements? Do they freeze and hold still at the end of their travelling steps?</p>
	<p><b>Christmas tree dance</b> The children move into a class circle by joining together in a follow-the-leader line while the music plays.</p> <p>Everyone holds hands to form a large class circle. The main part of the dance begins with the children dancing in a clockwise direction in the circle. At this stage each element of dance is practised in isolation. It will be put together later.</p>	<p>The music lasts for 30 seconds. Allow each child to join the line by touching them on the shoulder. At the end of the music quickly join any children to the line who have not yet done so.</p> <p>The movements for the subsequent dance are:</p> <ul style="list-style-type: none"> <li>- step together in clockwise direction</li> <li>- skip back in the opposite direction</li> <li>- stretch arms up towards the sun and turn on the spot</li> <li>- skipping around in a clockwise direction again</li> </ul>	<p>Do the children maintain control in the follow-the-leader line and actually follow where they are led? Do they listen carefully for Diane's instructions and move at the correct time?</p>
	<p><b>Cool down</b> Diane lets the children know they will be building on the dance next time. The children think of Christmas while listening to the closing music.</p>	<p>Children lie down on the floor and take deep breathes. Relax.</p>	

## O Christmas Tree

O Christmas tree, O Christmas tree,  
How lovely are your branches.  
O Christmas tree, O Christmas tree,  
How lovely are your branches.  
In summer sun and winter's snow,  
A coat of green you always show.  
O Christmas tree, O Christmas tree,  
How lovely are your branches.



## 9. The presents underneath - programme structure

Timing	Content	Guidance	Evaluation
	<p><b>Warm up</b> The children skip through the spaces with light, happy steps.</p>	Make sure everyone is settled and listening carefully for Diane's introduction to the programme. The children can sing along with the carol if they know the words (see above).	Do the children skip with light, happy steps in time to the music? Are they listening carefully for instructions?
	<p><b>Travelling as sweets - sugar cane walking sticks</b> The sequence of travelling as sweets begins with sugar cane candy sticks. Children stand straight and tall; with the music they lift sticky feet, one at a time, off the floor. Then travel with the music.</p>	Look for slow, controlled movements and a strong sense of balance.	Do the children listen carefully to the instructions. Can they keep straight and tall as they travel? Do they maintain balance as they lift one foot and then the other?
	<p><b>Travelling as sweets - popcorn</b> The sequence continues with contrasting movements for popcorn - light, springy jumps around the space. Freeze - and then repeat jumps.</p>	Look energetic jumps with controlled landings on bended knees.	Do the children move with spring, bouncy jumps? Can they land safely with bent knees?
	<p><b>Travelling as sweets - candy floss</b> Children imagine walking across a soft candy floss cloud and travel with light, bouncy, controlled steps.</p>	Look for light controlled footsteps.	Do the children travel with light, controlled footsteps? Can they convey travelling across a 'candy floss cloud'?
	<p><b>Travelling as sweets - sequence</b> Each of the travelling steps is combined into a sequence. Diane reminds the children of the various travelling steps - then they must listen to the music to know how to move.</p>	The sequence of travelling steps is: - sticky sugar cane steps - popcorn jumps - candy floss steps - popcorn jumps again	Are the children listening for the music cues? Are they able to build and develop their travelling movements from the earlier sequences?

	<p><b>Puppets on a string</b> Children imagine being puppets on strings, with Diane as the puppeteer.</p>	<p>The sequence begins with one hand waving. Then waving the other hand. Then children stand up. Then they lift legs one at a time and wiggle them. Then dance a floppy puppet dance to finish. Look for clear isolation of each of the various body parts.</p>	<p>Can the children isolate the individual body parts as they move? Can they convey the sense of being a 'puppet on a string'?</p>
	<p><b>Whizzing mechanicals!</b> Children get into pairs and being by turning a key in each other's back to wind-up. Then they race around the space together with smooth, whirring actions to show the motion of mechanical, clock-work toys.</p>	<p>Pause the programme if need be to help the children get into pairs. The children should move away from each other across the space and need to be careful not to bump into anyone else.</p>	<p>Do the children maintain control as they move around the space? Do they move with smooth, whirring motion?</p>
	<p><b>Marbles</b> Remaining in their pairs the children move as marbles. They make contrasting shapes, either high or low, then show turning, spinning, marble moves <i>in slow motion</i>.</p>	<p>The activity is spontaneous without time to practise, but look for pairs who show a clear contrast between their movements. The sequence is repeated twice with each pair adopting a different movement each time.</p>	<p>Do children make contrasting high and low shapes? Do they turn and spin, but also do so maintaining control in slow motion.</p>
	<p><b>Reprise of Christmas tree dance</b> The children work again in a circle on their Christmas tree dance. First they move into the circle with music. Then they practise the movements from last time. And finally there is a complete performance of the dance without Diane's voice to help.</p>	<p>Pause the programme if necessary as the first music ends to get everyone quickly into the circle. The movements are: - skip one way in the circle - skip back the other way - reach up towards the sun, then down towards the snow, then turn on the spot to show off the 'coat of green' - skip around in clockwise direction again Then at the very end there is a final performance of the complete dance, without Diane's instructions.</p>	<p>Do the children get quickly into the circle? Are they enjoying dancing together? Do they remember the movements from last time? Are their movements gradually gaining in confidence and accuracy?</p>

## Unit 5: Music

The final programme of the series offers extended music sequences from all the units, offering an opportunity for the children to perform each of the dance right through without Diane's voice to help - perhaps as a performance to the rest of the school!

### 10. All the music

The content is as follows:

- Section 1** Diane introduction
- Section 2** Traditional harvest 1
- Section 3** Traditional harvest 2
- Section 4** Diwali
- Section 5** Dinosaurs
- Section 6** Victorian Christmas

**For additional information for the music tracks used refer to the programme transcript available from the School Radio website.**