CASTLES, KNIGHTS AND DRAGONS

KS1 Dance Scheme of Work

BLUE MOOSE
DANCE COMPANY

ABOUT US

Blue Moose Dance Company was founded in 2015 bringing together a wealth of experience managing and delivering empowering education and community dance provision across the North West. We are all about empowering people to discover new potential, develop expression, gain confidence and celebrate themselves and their community.

Blue Moose Dance Company have extensive experience delivering high quality, inspiring and creative dance experiences to young people across a variety of educational settings, whilst upskilling staff members to be more confident and creative within their own delivery.

We are passionate about embedding creativity in educational settings, using Dance as a tool to explore, imagine and learn. Whether we are dancing through outer space, celebrating world cultures, learning more about the human body and its wealth of potential or simply discovering a new dance style, we strive to support every young person to access the benefits of dance and the power of moving!

Our Schemes of Work are designed to inspire, empower and equip teachers to deliver their own creative, participant-led, dance experiences in School.

In 2017 **Blue Moose Dance Company** were recognised for their innovative approach and commitment to arts in education as winners of The North West Cultural Education Awards.

DISCOVER. CREATE. EMPOWER

CASTLES, KNIGHTS AND DRAGONS - KS1

A 5 week journey for KS1 exploring Castles, Knights and Dragons.

SUGGESTED RESOURCES

- WEEK 1: Images of Knights
- WEEK 2: Images of jousts and Knights on horses with jousts
- WEEK 3: Images of a range of Castles, including Moats, Drawbridges, Towers etc.
- WEEK 4: Images of Dragons, (could use illustrations in Zog by Julia Donaldson)
- WEEK 5: All above images

MUSIC SUGGESTIONS

- Hooded Rogue Inn – Derek Fiechter, Brandon Fiechter
- The Fox and the Farmer – Justin Bell
- Camelot – Brandon Fiechter
- Beer and Women – Jan Valta, Adam Sporka
- Evening in the Tavern – Pawel Blaszczak
- Main Title – Ramin Djawadi

Click here to access these tracks via our Spotify playlist

SCHEME OVERVIEW

LESSON 1: **Knights** – Creatively explore 'Knights', demonstrating simple dynamics (heavy, smooth, quick, slow) and learn and perform a Group Dance.
LESSON 2: Jousting – Creatively explore the ideas of a Jousting event, demonstrate a range of levels and learn and perform a duet.
LESSON 3: Castles – Creatively explore the key ideas of Castles, demonstrating a range of movement shapes and good timing skills.
LESSON 4: Dragons – Creatively explore the idea of Dragons and create a travelling phrase demonstrating a range of travelling actions and pathways.
LESSON 5: Perform – Perform the key themes and ideas explored in previous weeks, demonstrating a range of actions, levels, shapes and dynamics.

LESSON 1: KNIGHTS

Aims: Creatively explore 'Knights', demonstrating simple dynamics (heavy, smooth, quick, slow) and learn and perform a Group Dance.

Learning outcomes:

ALL: Pupils will learn and perform a Group Dance inspired by the character of a Knight and show the difference between quick and slow.

MOST: Pupils will respond to and creatively explore action words given demonstrating further dynamics (heavy and smooth).

SOME: Pupils will suggest movements for the Group Dance and demonstrate them to the class.

SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	**DISCUSSION:** Give an overview of the theme, specifically focussing on Knights. Identify the role of a Knight and share images of a Knight. **WARM UP:** PUT ON YOUR ARMOUR Standing in a circle, imagine you are putting on your plate armour. Teach the warm up phrase, adding a section at a time: Legs: Stretch out R leg, then L leg slowly and controlled. Arms: Reach R arm, then L arm to the side of your body. Helmet: Lift heavy helmet from the floor up high and lower onto head. Sword: Pick up heavy sword from the floor and hold in right hand. Shield: smoothly move left arm across body imaging holding a shield. Statue: Hold strong standing position in your Knight Armour!	Ensure dancers perform the moves in unison, all together. Encourage dancers to think about the armour being really heavy and difficult to put on, exploring dynamic qualities.
Exploration & Development	**KNIGHT MOVEMENT EXPLORATION**: Discuss some of the actions we can see in the images of knights moving in their heavy armour. Standing in a circle, give each action word to the group and ask all dancers to experiment with movement options responding to the action words: LIFT, TURN, FREEZE, LEAN, SWIPE, JUMP, DODGE. Describe the quality of movement you are seeing to encourage dancers to vary this even further (i.e. a Swipe might be quick, a turn may be slow). Dancers now travel around the space in a variety of ways. When the teacher calls out an action words, dancers respond with a movement as previously explored, trying to create a new movement idea each time.	Discuss dynamics and how the movements will vary between the action words we are given. Encourage the most creative ways to respond to the action words. Development: Experiment with timing and grouping of the words to challenge dancers.
Composition	**KNIGHT GROUP DANCE:** Learn a group dance imagining Knights are travelling through the town. 8 marches on the spot, lunge forward R leg, jump both feet together, full turn to the R with both arms fixed to body, bow. Repeat with on the L leg. Now ask the group for movement suggestions instead. Ask them to consider the role of the knight - what things they may do as they travel through the town. Ask dancers to perform their own movement option and the rest of the class try to copy.	Clearly demonstrate and describe each movement. Challenge the group by performing in silence with little visual prompting. Development: Ask the chosen dancer to demonstrate AND describe the movement.
Appreciation & Performance	**PERFORM:** Discuss performance qualities and dynamics of the movements we perform. Divide the class into 2 groups. Each group to perform the Group Dance with teacher prompting. Ask the audience to point out good examples of quick/slow, heavy.smooth.	Encourage specific feedback relating to timing and unison, clarity in action and performance.
Re-focus & Cool Down	**KNIGHTS COOL DOWN:** Dancers to move around the space as a Knight with heavy armour using heavy and stomping steps. When the teachers says "SLEEP" dancers slowly fold down to the floor in slow motion to the floor.	Ensure dancers are spatially aware of one another when falling and encourage dancers to fall slowly and with control.

LESSON 2: JOUSTING

Aims: Creatively explore the ideas of a Jousting event, demonstrate a range of levels and learn and perform a duet.
Learning outcomes:
ALL: Pupils will performa range of levels throughout their movement.
MOST: Pupils will remember and perform their role int he duet with accuracy of movement.
SOME: Pupils will perform their duet with good timing and connection to their partner.

SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	**DISCUSSION:** Discuss an overview of what Jousting is. Identify key ideas and show images of a Lance and a Knight on a horse with a Lance. **WARM UP:** PUT ON YOUR ARMOUR Standing in a circle, imagine you are putting on your plate armour. Lead the warm up phrase from the previous week. Ask dancers if they can recall movements. Add on: LEAN: Step R foot out in front and lunge forward. Repeat on Left side. **RECAP:** KNIGHT GROUP DANCE	Ensure dancers perform the moves in unison, all together. Encourage dancers to think about the armour being really heavy and difficult to put on, exploring dynamic qualities.
Exploration & Development	**CORNERS:** Divide class into 4 groups and place each group in a corner of the room. Assign each corner a movement theme and use images to help identify this. Dancers to respond to the theme given when in each corner of the room. Joust forward to opponent / Galloping like a horse / Dodging side to side to avoid lance/ Falling from horse (ie. Arm stretched out and in lunge position / Galloping / leaning side to side, putting weight on each leg / slow motion fall to the floor. Consider the changes of levels in all movements.) CHANGE = Run to a new corner and perform the next movement. For older groups, set the pathway (clockwise/ through the middle etc).	Ensure all dancers remember each theme and are encouraged to explore different levels. Encourage varying movement ideas and give suggestions before starting. Experiment with timings when saying "CHANGE"
Composition & Appreciation & Performance	**JOUSTING DUET:** Divide the group into partners and name each one either Knight 1 OR Knight 2. Dancers to stand facing each other. Teach the duet as detailed below: 1 & 2 – Climbing onto horse and pull down face shield on helmet. 1 – Lift hand with lance into the air reaching as high as possible. 2 – Lift opposite hand to partner with lance into the air as high as possible. 1 – Gallop forward, lean into a low lunge (like the warm up) and stretch jousting arm forwards towards partner. 2 – Lean to side to dodge lance and then stretch jousting arm towards partner. 1 – Fall slowly to floor and roll to the side. 2 – gallop past partner to other side of the space. **PERFORM:** Discuss performance qualities and importance of connection with a partner in a duet. Divide the class into 2 groups. Each group to perform their duets with teacher prompting. Ask the audience to give feedback using the framework of 1 star = 1 positive, 1 wish = something to improve on.	Use visual prompts or key movement names to support their learning. Encourage performing the movements in canon (one after the other) with dramatic use of levels to dodge/avoid/get close to each other without making contact. Encourage specific feedback relating to levels, and timing between partners looking for them to tell the story of the Jousting fight through movement.
Re-focus & Cool Down	**STRECHING COOL DOWN:** Walk around the room, starting at a fast pace (galloping), moving slower and slower, gallop to their own space in the room, then slowly fall to the floor as if falling from a horse in slow motion.	Encourage control as moving to the floor. (How slow can we go?)

LESSON 3: CASTLES

Aims: Creatively explore the key ideas of Castles, demonstrating a range of movement shapes and good timing skills.

Learning outcomes:

ALL: Pupils will work as a group to create a Castle Clump, holding it still for 8 counts.

MOST: Pupils will participate in the levels and movement exploration and demonstrate a clear change in levels.

SOME: Pupils will work with their group to create a 8 counts transition in and out of the their Clump demonstrating some clarity in timing.

SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	**INTRODUCTION:** Discuss what a Castle is, what do they look like? Show images of a range of Castles. Identify the key structural points. I.e. Walls, Moat, Peaks, Windows, Drawbridge, Tower. **WARM UP:** PASS THE BRICKS Standing in a circle, pass a move (Brick) around the circle exploring the different weights, sizes, textures (and using this to develop movement ideas) also seeing how fast they can pass it. **RECAP:** KNIGHT GROUP DANCE & JOUSTING DUETS	Ensure dancers perform one at a time watching and waiting for their turn. the moves in canon. Movement ideas include moving the brick over, under or around their body.
Exploration & Development	**CASTLE SHAPES & MOVEMENT EXPLORATION:** Discuss some of the components that make up a Castle, focusing on how they have lookout towers (high and narrow), Walls (high and wide) and Moat (low and long) etc. Encourage the group to think about other parts of the castle and what shapes they can create with their bodies. Pick 4 parts of a Castle and give them an action. Ask all dancers to practise and perform actions when prompted by the teacher demonstrating a change in shape/size. i.e TOWER, MOAT, DRAWBRIDGE, WINDOW, ARROW SLIT Dancers now travel around the space, walking, skipping, running on instruction. When the teacher says one of the above action words, dancers rcreate a shape and hold as still as possible.	Emphasise the word 'crumble' for getting out of shape as though the castle is falling down. Guide pupils in varying their movement shapes (use dance language including levels, sizes and shapes)
Composition, Appreciation & Performance	**CASTLE CLUMPS:** Divide the class up into groups of 5. Ask each group, using their bodies in the most creative ways as a team, to create their own Castles. Each clump must be able to be held as still as possible for 8 counts. Now each group create an 8 count transition from standing, to being connected to their Castle clump. Repeat this process to create a 8 count transition crumbling out of their Clump to the floor. Rehearse giving each group clear counts to develop clarity in timing. **PERFORM**: Discuss performance qualities and importance of showing the stillness in the Castle Clump and smooth transition in and out. Divide the class into 2 groups to perform their Castle Clump sequences. Match each group performing to a group sat in the audience. Each group to give feedback direct to one another, looking for different parts of a castle, connection between dancers and good timing. Ask for some groups to share their feedback to the whole class.	Demonstrate possibilities and discuss key aspects of the Castle to feature in the story, Ie. Doors, Walls, Moat, Peaks & Stairs. Encourage specific feedback relating to timing and unison, clarity in action and interesting and clear shape made in the Castle Clump structure.
Re-focus & Cool Down	**MOAT COOL DOWN:** Dancers to find a space laying down on their backs, reaching arms and legs out as if they are floating in the Moat and rolling from back to front through the 'water'. When guided by the teacher, stretch arms and legs out as far as possible and release.	Encourage dancers to really stretch as far as possible before releasing.

LESSON 4: DRAGONS

Aims: Creatively explore the idea of Dragons and create a travelling phrase demonstrating a range of travelling actions and pathways.

Learning outcomes:

ALL: Pupils will create a Dragon travelling phrase, with clear and creative freezes depicting discussed characteristics of Dragons.

MOST: Pupils will create a Dragon travelling phrase with a range of travelling actions.

SOME: Pupils will create a Dragon travelling phrase demonstrating clear timing of the 16 counts and shifting between moving and stillness.

SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	**INTRODUCTION:** Discuss what a Dragon is (Mythological creature) and show images to the group. **WARM UP:** BECOME A DRAGON Standing in a circle, perform a warm up dance becoming a Dragon: Start in a ball on the floor, grow into a huge Dragon, stretch out R leg then L leg, stretch out arms to become wings, scoop head down and up in ripple motion, let out a breath of fire. **RECAP:** KNIGHT GROUP DANCE, JOUSTING DUETS AND CASTLE CLUMPS	Describe the different shapes, sizes and key features of a dragon. Ensure dancers perform the moves in unison., staying in time with each other.
Exploration & Development	**DRAGONS FLYING:** Discuss the different ways that Dragons can fly through the sky. Standing in a circle, give each action word to the group and ask all dancers to experiment with movement options responding to the action words below, travelling clockwise in the circle, chasing each other! Change the direction of travel with each action. SOAR, ZOOM, FLAP, HOVER, ZIG ZAG The teacher now calls out one of the above action words and dancers repeat the same idea but travel around the space in different directions.	Encourage creative responses trying something different to everyone else, whilst demonstrating spatial awareness.
Composition & Appreciation & Performance	**DRAGON TRANSFORMERS:** Dancers find a space and create a starting position as a Dragon (use the images to help). Dancers have 8 counts to move across the space and 'transform' into a new Dragon shape in a new space in the room, repeating this and encouraging them to find new spaces in the room. Vary the speed in which you count down from 8 to provide extra challenge. Use the ideas from the previous task for the travelling movements. **DRAGON TRANSFORMERS TRAVELLING PHRASES:** All dancers to stand still in the room at a Start Point and identify a new part of the room to travel to as their End Point. Now create a travelling dance, using ideas form the previous task: Dancers walk from their Start Point to their End Point in 16 counts following an interesting pathway (not just direct). Repeat and add on a Freeze at their start and ending points, remembering their pathway. Repeat again, now using the following words to travel along the pathway. SOAR, ZOOM, FLAP, HOVER, ZIG ZAG. Repeat a few more times to set the movements. **PERFORM:** Ask all pupils to go to their Start Point. Dancers perform a few at a time, avoiding and travelling around the other dancers in the space. Once one group has ended, another group starts. After everyone has performed, ask dancers to point out examples of good travelling movements.	Encourage dancers to be clear about their start and end points in the space, remember what/who they are near. Encourage dancers to consider how Dragons would move and to explore different travelling actions. Encourage dancers to show the difference between their freezes in stillness and their travelling movement, performing to the others in the space.
Re-focus & Cool Down	**SLEEPING DRAGONS:** Ask the dancers to move around the space as Dragons, getting slower as they tire, ending with them laying on the floor. Laying on their backs, ask the dancers to take a stretch out as far as they can and then curl up into a ball to go to sleep. Once tapped on the back they may line up at the door.	Ensure dancers are calm and quiet and do not wake up any other sleeping Dragons.

LESSON 5: REHEARSAL AND PERFORMANCE

Aims: Perform the key themes and ideas explored in previous weeks, demonstrating a range of actions, levels, shapes and dynamics.

Learning outcomes:

ALL: Pupils will recap and perform movement created and explored in previous 4 weeks.

MOST: Pupils perform demonstrating a range of actions, levels, shapes and dynamics.

SOME: Pupils will perform with awareness of others and with strong timing.

SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	**INTRODUCTION:** Discuss what has been explored over the previous weeks. Reestablish descriptive language and imagery for each of the sections to help dancers remember or recreate movement ideas. Ask the dancers questions to support recall. **WARM UP:** BECOME A DRAGON Standing in a circle, perform a warm up dance becoming a Dragon: Start in a ball on the floor/ Grow into a huge Dragon/ Stretch out R leg then L leg/ Stretch out arms to become wings/ Scoop head down and up in ripple motion/ Let out a breath of fire.	Ensure dancers perform the moves in unison, and to keep a close eye on each other to follow one another. Ask for movement suggestions from the dancers.
Exploration & Development	**RECAP:** Recap previous weeks' tasks, reiterating the key movement ideas and aims: KNIGHT GROUP DANCE: JOUSTING DUETS: Moving one at a time, working with different levels. How high can you reach, how far forward can you lunge? CASTLE CLUMPS: Stillness in their connected shape, all different, building to begin, crumbling to end. How can you show the castle falling down with your body? DRAGON TRAVELS: Can you remember you pathway and your freezes? How many different ways can the Dragon travel along the pathway?	Ask dancers questions to support recall. Allow time for dancers to remember and rehearse sections.
Composition, Appreciation & Performance	**TRANSITIONS:** Link each section of the dance together to create one whole piece as a class. The Dance can happen in any order, however the order above is a suggested structure for you to follow. Consider nominating leaders for each section so all pupils have someone to guide them. Ask the group for movement ideas for each transition, encouraging them to think about the different ideas they have explored over previous weeks and how they can effectively link together each section. As a whole class, rehearse the piece all together. Teacher to use both verbal & non verbal communication to prompt. **PERFORM:** As a whole class. Teacher to give feedback after each rehearsal and film the final performance for dancers to watch back.	Clearly demonstrate and describe movement of each transition. Rehearse the dance as many times as needed to ensure all dancers understand each section. Nominate leaders where relevant. Use dance language in your praise of their achievements. Point out examples of good practice throughout rehearsals.
Re-focus & Cool Down	**SLEEPING DRAGONS:** Ask the dancers to move around the space as Dragons, getting slower as they tire, ending with them laying on the floor. Laying on their backs, ask the dancers to take a stretch out as far as they can and then curl up into a ball. Once tapped on the back they may line up at the door.	Ensure spatial awareness and focus. Ensure dancers are calm, quiet and do not wake up any sleeping Dragons.

ADDITIONAL RESOURCES

Castles, Knights and dragons KS1 information

Knights

· In the middle ages, a knight was a man who served his sovereign or lord as a mounted soldier in armour.

· In modern day, in the UK, a knight is a man awarded a non-hereditary title by the sovereign in recognition of merit or service and entitled to use the honorific 'Sir' in front of his name.

· The primary role of a knight in medieval society was to fight battles for his lord, similar to that of the samurai of Japan.

· Knights were an elite class of warriors that specialised in armoured combat from horseback and used weapons such as the longsword, lance, dagger and various blunt weapons.

Jousting

· A medieval knight engages in a sporting contest (Jousting) in which two opponents on horseback fight with lances.

· Watching medieval knights jousting was a favourite form of entertainment during the medieval times.

Castles

· A castle is a large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and in many cases a moat.

· Originally, the castle was simply built, but the need for better protection rose and they became much more sophisticated. The castle started as a simple wooden structure on top of a mound surrounded by a ditch.

Dragons

· A Dragon is a large, serpentine legendary creature that appears in the folklore of many cultures around the world.

· Beliefs about dragons vary by region but they have often been depicted as winged, horned, four-legged and capable of breathing fire.

We hope you enjoyed moving, creating and discovering more about Castles, Knights and Dragons!

We'd love to hear your feedback! Why not drop us a line using the info below.

If you've not already, did you know you can team your Scheme of Work up with delivery of one of our fabulous Blue Moose Artists? We can work with you and your pupils to teach the Scheme, build confidence in your own delivery and generate new ideas.
Or maybe you would like some training for your whole staff team? We deliver INSET too.

Want to know more? We'd love to chat with you and create a bespoke programme of dance delivery for your school.

Get in touch with our Education Programme Co-Ordinator, Hannah, at education@bluemoosedance.org.uk
or 07775 763522

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