

THE BFG



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



THE BFG - KS1

A 5 week journey for KS1 exploring the story line, characters and key themes of The BFG as written by Roald Dahl.

SUGGESTED RESOURCES

- The BFG by Roald Dahl

MUSIC SUGGESTIONS

- The BFG Soundtrack – John Williams (The Witching Hour, To Giant Country, Building Trust, Dream Jars, The Queens Dream, Giants Netted)
- In Dulci Jublio – Mike Oldfield
- Tubular Bells – Mike Oldfield
- Cirrus – Bonobo
- Five Foot Two – The Dixieland Band
- Hanuman - Rodrigo Y Gabriela
- Split Wick– Durante

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SCHEME OVERVIEW

LESSON 1: THE BFG & Sophie – Creatively explore the movement of the BFG and create a Witching Hour solo focusing on dynamic qualities.

LESSON 2: Friendship & the Journey to Giant Land – Explore a variety of levels in movement when travelling to Giant Land and create a duet exploring friendship.

LESSON 3: The Giants – Explore a range of movement actions and create group structures depicting the other Giants.

LESSON 4: Dream Catching & Dream Making – Create a group dance based on a Dream Making recipe, exploring a range of actions, dynamics, levels and sizes.

LESSON 5: Rehearsal & performance – Rehearse and perform the final piece demonstrating a range of physical and performance skills developed over the 5 weeks.

LESSON 1: SOPHIE & THE BFG

Aims: Creatively explore the movement of the BFG and create a Witching Hour solo focusing on dynamic qualities.

Learning outcomes:

ALL: Pupils will explore movement as the BFG demonstrating some change of dynamics and movement quality in response to the themes given.

MOST: Pupils will create a Witching Hour Solo, which communicates each of the 4 stages of the story given.

SOME: Pupils will create a Solo which works clearly with the 8 count timings of each phrase and demonstrates a range of dynamic qualities.



SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	<p>DISCUSSION: Discuss what we already know about The BFG story. Discuss the characters of Sophie and the BFG. Discuss Chapter 1 – The Witching Hour. Generate descriptive language to support future tasks.</p> <p>PASS THE MOVE: Standing in a circle pupils pass a move around the circle one at a time as fast as possible.</p> <p>1) Look 2) Clap 3) Slide hands 4) Balance 5) Jump (In and Out) 5) A dream in a jar</p> <p>1, 2, 3, 4: Moving around the space, walking, running or skipping pupils respond to the following words, in as many different ways as possible: 1) Floor move 2) Jump 3) Turn 4) Balance. Add in BFG gigantic footsteps and Sophie's Tip Toes as travelling movements between the 4 words.</p>	For no. 5, decide what kind of dream it is and how you might carry it/pass it. Encourage spatial awareness and distinct difference in dynamics between the steps of Sophie and the BFG.
Exploration & Development	<p>THE BFG: As a class explore what the BFG looks like and how he might move. With each pupil standing in a space around the room, all experiment with ideas for each of the following statements:</p> <p>4 times as tall as human – how would he walk? Would he take big steps? What could he see? A long black cloak – How would that effect how you move? Sweep across the space. Gigantic Ears – What could you hear? Would you stop in your tracks if you heard the smallest sound? Suitcase full of dreams – Is this heavy or light? How would you carry it? Trumpet – Used to blow dreams into the bedrooms of children. How would you carry it? How would you use it?</p> <p>FOLLOW THE LEADER: Repeat the exploration, in a follow the leader structure. Either all following the teacher, or in small groups with designated leaders changing per statement, travel around the room copying exactly what the leader is doing.</p>	Ask pupils to give examples to inspire others and demonstrate the possible range of ideas. Encourage clear change in dynamics, ie. carrying a heavy suitcase vs gently blowing dreams vs sweeping through the space with the cloak. Support pupils in copying accurately and leaders moving slowly to support this.
Composition	<p>WITCHING HOUR: Discuss how Sophie first meets the BFG and the Witching Hour. Guid pupils to create a solo using the following instructions and structure: 8 counts lying awake in your bed / 8 counts creep to your imaginary window / 8 counts peer through the curtains and watch / 8 counts to jump back and hide in bed Repeat the structure several times giving prompts, supporting pupils to try a variety of ideas, then guide them in 'setting' their final ideas ready for performance.</p>	Discuss what emotions Sophie might have been feeling and how we can portray them. Would the movements be big and loud or soft and quiet? Encourage some clarity in timing ensuring each phrase lasts 8 counts.
Appreciation & Performance	Perform 1/4 of the class at a time. Ask rest of the class to be the audience and give feedback based on telling the story through movement, focusing on dynamics. 1 Star = 1 point of praise, 1 Wish = 1 thing to be improved.	Be specific with feedback, and ask pupils to repeat movement to demonstrate good examples.
Re-focus & Cool Down	<p>SHAKE OUT: Shake out each arm and leg for 8 counts then 4 counts then 2 counts then 1 count.</p>	Shaking energy all the way out through the extremities.

LESSON 2: FRIENDSHIPS

Aims: Explore a variety of levels in movement when travelling to Giant Land and create a duet exploring friendship.

Learning outcomes:

ALL: Pupils will explore travelling movements at a variety of levels for their Journey to Giant Land.

MOST: Pupils will demonstrate connection points, which will then be included in a friendship duet.

SOME: Pupils will perform a friendship duet demonstrating some performance skills and communication of connection and friendship.



SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	<p>DISCUSSION: Discuss the relationship between Sophie and the BFG, developing from Sophie fearing she was about to be eaten, to the BFG protecting her from Blood Bottler. Discuss our own friendships.</p> <p>PASS THE MOVE: As previous week.</p> <p>JOURNEY TO GIANT LAND DANCE RELAY: Divide the class into relay teams, lined up at the side of the space. Divide the space into sections. Using phrases from the story (as below) perform movements for each phrase, two movements one way, two movements back. 1) Jump over hedges & Leap over rivers 2) Dodge low through the forests 3) Gallop over wasteland 4) Dive into and glide over the sea</p>	<p>Encourage eye contact between pupils as they pass the move around the circle.</p> <p>Use visual prompts if needed.</p> <p>Encourage a range of movement. Practice as a whole class to establish the structure.</p>
Exploration & Development	<p>DISCUSSION: What can we learn from the BFG's and Sophie's friendship? On first glance would we expect them to be friends? How do they help each other and work together?</p> <p>FRIENDSHIP MOVEMENT EXPLORATION:</p> <p>Standing in facing a partner in a circle, as a class, explore movements that could represent friendship.</p> <p>Greeting – Hand shake, hi-5, hug, wave - can you create your own handshake?</p> <p>Emotion – Movements that represent how friendships make you feel: happy, sad, excited, belonging</p> <p>Connection – Hands (hi-5), back to back, feet (sitting on floor), head to shoulder, sides of body</p> <p>Activities – Discuss games and activities you might play with friends. Create actions to describe these activities.</p>	<p>Encourage pupils to explore different levels and directions in their movement. Ensure safe use of contact. Demonstrate points of contact first and ensure group is focused, calm and comfortable working with a partner. Emphasise importance of working together in order for them to be successful.</p>
Composition	<p>FRIENDSHIP DUET:</p> <p>Guide pupils through the creation of a duet with the following structure:</p> <p>2 runs to face your partner, shake hand, hi-5 x 2 and hug. (ALL)</p> <p>8 counts of own movements (including 1 change of level) depicting friendships as explored above</p> <p>Hold a point of connection for 8 counts.</p> <p>8 counts transition out of the connection point and into an ending position.</p> <p>Give pupils time to work on their own ideas to add to the duet. Clap and count out loud to help support with timing.</p>	<p>Teach first 8 counts to set the timing and tempo. Encourage emotions. How do you feel when you are with a friend? Happy? Safe?</p> <p>Duet = 4 x 8 counts in total</p>
Appreciation & Performance	<p>DUET SHARING:</p> <p>Pause at moments during the creation and point out good examples to the rest of the class, asking the chosen pupils to perform the specific movement and explain the meaning to the class.</p> <p>Perform a few at a time or ask duets to volunteer to share if they feel ready. Ask the audience for feedback</p>	<p>Encourage specific feedback referencing timing of 8 counts per phrase and interaction as a pair.</p>
Re-focus & Cool Down	<p>SHAKE OUT:</p> <p>Shake out each arm and leg on counts, 8,4,2,1</p>	<p>Shaking energy all the way out through the extremities of the body.</p>

LESSON 3: THE OTHER GIANTS

Aims: Explore a range of movement actions and create group structures depicting the other Giants.

Learning outcomes:

ALL: Pupils will experiment with different movement actions which depict characters of the other giants.

MOST: Pupils will create a group Giant structure and show some clarity in timing from moving to stillness.

SOME: Pupils will lead their group in the creation of the Giant transitions, offering new interpretations of the actions.



SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	<p>DISCUSSION: Discuss the other Giants featured in the story. Discuss what their names make us think of or feel? Discuss what the story tells us about them.</p> <p>PASS THE MOVE WARM UP: As previous week.</p> <p>JOURNEY TO GIANT LAND DANCE RELAY: As previous week. 1) Jump over hedges & Leap over rivers 2) Dodge low through the forests 3) Gallop over wasteland 4) Dive into and glide over the sea</p> <p>RECAP PREVIOUS WEEK CREATIVE TASKS:</p> <ol style="list-style-type: none">1) Witching Hour Solo2) Friendship Duet. Develop a transition between each section to work towards the final performance piece.	<p>Encourage accuracy in pupils performing movements in the correct areas of the space. Emphasise the dramatic shift in levels.</p> <p>Ask pupils for suggestions as to how they could move between each section.</p>
Exploration & Development	<p>OTHER GIANT EXPLORATION:</p> <p>Discuss the names of the giants listed below and how they looked, big (twice as wide and tall as the BFG), ugly, fierce, big belly, claws. Their job was to gobble humans!</p> <p>The Bonecruncher, The Fleshlumpeater, The Bloodbottler, The Childchewer, The Meatdrripper, The Gizzardgulper, The Maidmasher, The Manhugger, The Butcher Boy</p> <p>Explore how they might move by travelling around the space inspired by each Giant. Use the actions in their names to guide movement exploration (crunch, chew, drip, mash etc). How can these actions be done with our whole body, our toes, our hands, our bottom half, our top half etc? Encourage facial expressions!</p>	<p>Encourage a wide range of movement options.</p> <p>Discuss how this movement would contrast the BFG.</p> <p>Add in dynamics qualities to develop the movement further: Slow, heavy, sluggish, fierce, sudden (catching humans!)</p>
Composition	<p>OTHER GIANTS CLUMPS:</p> <p>In groups of 4 create one structure/clump depicting one the other giants in the BFG.</p> <p>Pupils may use contact to connect themselves together in the structure.</p> <p>The Bonecruncher, The Fleshlumpeater, The Bloodbottler, The Childchewer, The Meatdrripper, The Gizzardgulper, The Maidmasher, The Manhugger, The Butcher Boy</p> <p>What might they look like? What part of the body could you be? The bug round belly, the long legs, the giant claws? Create an 8 count transitional phrase using the previous exploration to get into your clump – hold for 8 counts – transition out for 8 counts</p>	<p>Demonstrate safe use of contact. Encourage all pupils to take on a different role. Ensure all pupils have a role within the group.</p> <p>Encourage clarity in timing so all groups keep to the set timing for each phrase.</p>
Appreciation & Performance	<p>Perform in groups. Pair up groups to give feedback to each other when performing/watching.</p> <p>1 Star = 1 point of praise, 1 Wish = 1 thing to be improved.</p> <p>Ask for specific feedback referencing the group structures and the actions used in the transitional phrases.</p>	<p>Encourage specific feedback to one another. Ask groups to share some of the feedback they gave their group.</p>
Re-focus & Cool Down	<p>SHAKE OUT:</p> <p>As last week.</p>	<p>Encourage clarity in timing.</p>

LESSON 4: DREAM MAKING & DREAM CATCHING

Aims: Create a group dance based on a Dream Making recipe, exploring a range of actions, dynamics, levels and sizes.

Learning outcomes:

ALL: Pupils will learn a whole class dance based on a Dream Making recipe.

MOST: Pupils creatively explore different types of dreams, demonstrating a range of actions, and levels and sizes

SOME: Pupils will perform the group dance demonstrating a range of dynamics and offer suggestions to the whole class.



SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	<p>DISCUSSION: What were the 3 kind of dreams the BFG collected? Discuss what they may be like. How would they make you feel? Happy, sad, scared, funny?</p> <p>PASS THE MOVE WARM UP: As previous week.</p> <p>JOURNEY TO GIANT LAND DANCE RELAY: As previous week.</p> <p>RECAP: Recap Giant Structure from week 3 (and previous weeks if needed)</p>	<p>Ask pupils for movement suggestions.</p> <p>Encourage pupils to perform the relay with little verbal prompting and clarity in movement.</p>
Exploration & Development	<p>DREAM CATCHING:</p> <p>Discuss how the BFG would catch dreams with a net and place them in a jar.</p> <p>Discuss the 3 different types of dreams. How would they make you feel? How might they help us with dance ideas?</p> <p>Phizzwizards – Nice, happy, cheerful dreams - <i>light, floating, jumping</i></p> <p>Trogglehumper – Nightmares, scared, frightened - <i>running, fast, small</i></p> <p>Ringbeller – Funny dreams – <i>laughter, silliness, confusion</i></p> <p>Travel around the room exploring movement for each type of dream, clearly expressing the varying emotions. With teacher prompting, quickly shift to a different type of dream showing the difference in movement speed, size, quality and actions.</p>	<p>Demonstrate or ask pupils for ideas of movement which could represent how each dream would make them feel to give a starting point for those less confident. Encourage the use of facial expressions.</p>
Composition	<p>DREAM MAKING RECIPE GROUP DANCE:</p> <p>As a whole class standing in a circle, create a group dance based on how the BFG made the Queen of England's dream. Using each of the phrases below taken from the book, ask the pupils for suggestions of movements for each. Try out several pupils' options and the select one for each and learn as a group to create a set phrase that all the class know.</p> <p><i>Tipped in the dreams - Blobs tumbling - Pulsing in and out – Whizzed - Flashes of green & blue – Bubbles which float away</i></p>	<p>Ask pupils who created chosen moves to describe and demonstrate clearly to the rest of the class so all can learn it. Encourage clarity in dynamics. Rehearse and refine until the group can perform it in unison.</p>
Appreciation & Performance	<p>PERFORMANCE:</p> <p>Perform in two groups with teacher prompting. Ask rest of the class to be the audience and give feedback. Is everyone moving in unison? Can we see examples of good change in levels and dynamics (name these for them to look out for).</p>	<p>Prepare for performance by rehearsing the dance with minimal guidance, using eye contact to follow each other.</p>
Re-focus & Cool Down	<p>DREAMS COOL DOWN:</p> <p>Slowly travel around the space, moving as if you were sleepy gradually moving from standing to lying on the floor. When all pupils are lying on the floor, tap each pupil on the head to go and get ready to go back to class.</p>	<p>Ensure class is quiet and focused before commencing. Don't wake the other sleeping humans!</p>

LESSON 5: REHEARSAL & PERFORMANCE

Aims: Rehearse and perform the final piece demonstrating a range of physical and performance skills developed over the 5 weeks.

Learning outcomes:

ALL: Pupils will perform the final piece with some clarity of order and movement.

MOST: Pupils will perform their final piece with characterisation and energy, demonstrating a clear range of actions and levels/sizes.

SOME: Pupils will lead their group/whole class when rehearsing and performing and perform with a range of dynamics.



SECTION	TASK	TEACHER NOTES AND DIFFERENTIATION
Movement Introduction & Warm up	<p>DISCUSSION: Discuss the story as a whole. What have we learnt? What were our favourite moments? Discuss our final piece. Discuss performance qualities required as we rehearse and perform the work. Focus, working together as a team, performing with energy and enthusiasm, remembering and expressing the characters.</p> <p>PASS THE MOVE WARM UP: As previous week.</p> <p>1,2,3,4: As previous week, including the BFG's, Sophie's and the Queen's Army footsteps.</p>	Encourage pupils to begin to think about performing during the warm-up by keeping focused and expanding in all movement.
Exploration & Development	<p>COMPOSITION OF FINAL PERFORMANCE PIECE:</p> <p>Recap each section created over the previous 5 lessons (or choose 2-3 sections based on what they enjoyed and remembered). Recap the aims of each of those tasks, focusing on progressing their physical and performance skills. Create clear transitions between each section. Create a beginning and ending position.</p> <p>Suggested order:</p> <ul style="list-style-type: none">- Witching Hour Solo- Friendship Duet- Giant Clump structure- Dream Making Group Dance- The Capture	Ask the group for suggestions as to how they could creatively move from one section to another. Ensure timings are clear and enough time is allowed for pupils to move between each section. Practise stillness in the beginning and ending positions so this is clear to the audience.
Composition	<p>REHEARSAL:</p> <p>Discuss performance skills again – what do we need to think about when we perform?</p> <p>Focus, working together as a team, performing with energy and enthusiasm, remembering and expressing the characters.</p> <p>How can we demonstrate these?</p> <p>Rehearse each section of the dance keeping the above thoughts in mind.</p> <p>Walk through the order and repeat several times to developing sequencing and movement memory.</p>	Appoint certain pupils as 'leaders' where suitable to help all pupils remember what comes next or lead into the next section. Give a different focus to each run-through using the performance skills.
Appreciation & Performance	<p>PERFORM:</p> <p>Perform the final piece, either to another class, teachers or parents. Ask for feedback from your audience. Alternatively, film the performance and watch back as a class to give feedback to each other. Can the audience spot any key features of the story?</p>	Ask for specific feedback referencing performance skills and characterisation.
Re-focus & Cool Down	<p>DREAMS COOL DOWN:</p> <p>As last week.</p>	Ensure class is quiet and focused before commencing.

**We hope you enjoyed moving, creating and
discovering more about
The BFG!**

**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
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