

Curriculum area	Topic	Year	Session Number	Skill
Dance	Dance	5/6	#1	Intro to time travel

Equipment

- Music player
- Speaker
- Time themed music (instrumental works well)
- Cones (if space needs marking)

Learning Objective

- To explore how movements can represent different time periods and begin to create a short time-travel dance sequence.

Success Criteria

- I can perform movements at different speeds.
- I can create clear shapes and controlled freeze positions.
- I can link movements together to show different time periods.
- I can perform a short movement sequence confidently.

Key words

- Dynamics
- Sequence
- Tempo

Preparation Ideas/Warm Up

Time Machine Activation

Children spread out safely in the working area. Explain pupils are stepping into a time machine and must prepare their bodies. Teacher leads movements:

- >Light jog (engine starting)
- >Arm circles (machine powering up)
- >Jumping (time turbulence)
- >Slow motion walking
- >Fast feet running on the spot

Add reaction commands. Teacher calls:

- >**Past** → slow, heavy movements
- >**Present** → normal walking
- >**Future** → robotic movements
- >**Freeze** → hold strong balanced shape

Encourage clear changes in speed and movement style.

Skill Development

Introduce 3 movement styles:

Past:

- >Strong heavy steps
- >Low shapes
- >Simple powerful actions

Present:

- >Natural walking
- >Smooth actions
- >Everyday movements

Future:

- >Robotic actions
- >Sharp shapes
- >Isolation movements
- >Slow motion effects

Children practice responding to teacher commands:

Past → Present → Future → Freeze

Progress to creating a short phrase:

- >1 past movement
- >1 present movement
- >1 future movement
- >Finish with a freeze

Encourage:

- >Level changes
- >Direction changes
- >Speed variation

Creative Application

Time Traveler Dance

Children create a short sequence including:

- >Past movement
- >Present movement
- >Future movement
- >Travelling movement (show time travel)
- >Final freeze pose

Children practise individually then perform in pairs or small groups.

Observation task. Ask pupils to identify:

- >Clear differences in time periods
- >Strong shapes
- >Creative ideas

Optional challenge:

Extend to 6 movements.

Teaching points

- Encourage clear contrasts between movement styles.
- Reinforce control when starting and finishing movements.
- Promote confident use of space.
- Encourage creativity and individuality.
- Emphasise strong balanced freeze positions.

Key Questions

- How can you make each time period look different?
- How can you show changes in speed clearly?
- What makes a strong freeze position?
- How does your dance show time travel?
- How could you improve your sequence?

National curriculum links:

- Developing technique, control and balance through dance
- Comparing their performance against previous attempts, looking for improvements to their personal best
- Perform dances using a range of movement patterns

Social and environmental skills:

- Developing confidence in the session
- Showing and developing resilience
- Showing creativity in coming up with their own movements