

# Robert Falcon Scott

## Movement Objectives



### Action

Gestures to represent actions during the polar expedition

### Space

Directions: north, south, east, west  
Curvy pathways: maps

### Relationships

Unison  
Partners: follow my leader

## Warm up ↑

\* Prior to the session, print out the words 'North, South, East and West' each on a separate piece of paper. Stick up one of the directions on each of the 4 walls in your space.

Also see the 'Map Making' activity inside to prepare your maps.

**Lead an explorer's warm up.** Start with getting dressed in polar adventurer clothing and equipment to get into character and mobilise the body ready for action.

Develop some polar adventurer skills...

- Strength – carrying heavy backpacks. Triceps dip – sit on the floor and place the arms out behind you, fingers pointing towards the bottom. Lean backwards slightly and bend the elbows, then straighten again.
- Resilience – recovering quickly from difficulties. Ask the children to slowly and carefully fall over. Every time they do so, they have to quickly get up again.
- Navigation – know how to use a compass. Call out one of the compass directions and ask the children to point at it. Then get them to walk towards each direction, or travel in different ways towards each compass point (such as crawl, hop, spin)

Finish with a stretch: Polar Bear Walks. Start on your hands and knees and send your bottom towards the ceiling. Tread through each foot as if you are walking, but on the spot. This motion will help to stretch out the back and legs.



# Polar Expedition

Dreams of a Journey - Michael Nyman



**Create some gestures that Robert Falcon Scott and his team might have used on their expedition to the South Pole. For example...**

- Sleds – hold the arms behind the body and pull their 'sleds' as they walk forwards
- Blizzards – lean forwards into the blizzard and hold an arm across the face to protect it from the snow
- Compass – hold the 'compass' in a hand. Look at it then point to one of the directions on the walls
- Gale force winds – crawl on the floor on hands and knees to avoid getting blown over
- Deep snow – take huge steps as it's really difficult to move through the snow
- Skis – travel along the snow using smooth forward lunges, gliding the feet along the floor

Practice each action several times so the children can develop their skills and memory.

**Ask them to create an order to the dance** – which action will they use at the start? And what happens next? Once the order has been created, practice it again. Ask the children to work as a team – can they perform the dance in unison? (same actions at the same time, as a unit).

## Choreography

### Map Making

Hand out a piece of paper to the children – these will need to have the compass directions on them. Before the session (or ask the kids to do this), add the letters N, E, S, W to each of the edges (so it looks a bit like a compass).

Ask the children to start along one edge of the paper (doesn't matter where) and draw one curvy line in any direction along the paper. Finish the line at another of the edges of the paper.

This sheet of paper is now their map and it represents the floor of the room you are using. Can they work out which side of the room they will need to start and end at, by using their maps and the compass directions on the walls?

Walk along the pathway they have created on their map, trying to follow the curvy line they have drawn. Practice a few times then repeat without the map.

## Duets

With a partner, take it in turns to follow each other's pathways. The person whose pathway it belongs to is the leader and their partner is the follower. Followers need to copy their leader as accurately as possible along the pathway.

Choose ONE of the pathways to work with. Select a 'leader' for the expedition, the other one will be the follower.

Together, choose some of the actions from the polar expedition and decide where and when each of the actions will take place along the pathway. Choose between 2-4 actions to add into the dance.

Rehearse these duets several times to develop their movement memories.

# Performance Opportunity

**Create a short dance incorporating ideas from the session.** For example...

**Beginning.** Perform the 'Polar Expedition' phrase in unison

**Middle.** Perform their pathway map duets

**Ending.** Create a brief ending based on reaching the South Pole. This could be one-two still images of them finally arriving at their destination. Are they feeling happy to have arrived? Exhausted? Disappointed that Roald Amundsen has reached there first?

# Appreciation

**Divide the class into 4 groups (keeping the pairs together)** and get each group to sit in one of the compass directions along the sides of the room.

Ask a group at a time to perform the whole dance to the rest of the class.

Discuss each of the performances afterwards. Which pairs used interesting pathways and good leading / following in their duets? Who performed with realistic gestures to make it look like they were polar explorers?



## Cool Down ↓

**Ask the children to warm themselves up after their expedition** - shake themselves and rub their bodies.

Remove the polar adventurers clothing from the warm up.

Repeat the stretch from the warm up: Polar Bear Walks. Start on your hands and knees and send your bottom towards the ceiling. Tread through each foot as if you are walking, but on the spot. This motion will help to stretch out the back and legs.

Congratulate the children for being excellent explorers. Read out a quote from Robert Falcon Scott such as: "Winners are born, champions are made".

# DANCE

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