

# Dance KS1: Let's Move Fireworks



Justin Fletcher presents this unit of Dance KS1: Let's Move

## 1: Shooting stars

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## 2: Catherine Wheels

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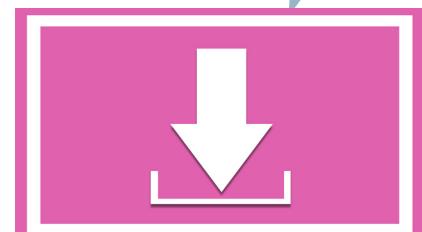
## Introduction

*Dance KS1: Let's Move* provides movement content for schoolchildren aged 5 to 7 that can be used to fulfil the dance element of the PE curriculum at Key Stage 1 and Expressive Arts element of the Curriculum for Excellence in Scotland.

At the heart of each dance session is the audio file which can be downloaded from the School Radio pages of the BBC Teach website. Browse the pages online to explore the range of content on offer - you'll find units linking to popular infant topics, well-known picture book stories and important calendar events throughout the year.

The content is simple to download from the webpages - click on the download link and the audio file will download to your device in mp3 file format.

Look for the download icon on each of the webpages or in these Notes to download an mp3 of each dance session



The audio of each session can also be downloaded directly from the Teachers' Notes that accompany each unit.

The Teachers' Notes are a vital resource for delivering each dance session - you'll need to acquire both the audio and the Notes and then be ready to mediate the use of the audio by referring to the Notes.

## Using *Let's Move*

*Let's Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal.

Once you have downloaded a dance session connect your device to a audio sound system so that it can be shared with your group.

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.

## Teaching points

Some tips to help you get the best out of the dance sessions:

- always encourage careful listening
- reinforce the importance of safety - eg 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

## Using these Teachers' Notes

These Notes are a vital part of the *Let's Move* provision and you will need to refer to them both before and during each dance session.

The Notes for each session include a short summary of the content and a description of the movement. There is also a more detailed content table, which uses the following headings:

- **Content** - a guide to the movement activities in the programmes
- **Guidance / Teacher Guidance** - any special points such as groupings and things to watch out for such as safety points and ways of helping the children to improve their performance
- **Evaluation** - a series of questions which help to focus on the teaching points from the lesson, the National Curriculum objectives for dance and the children's learning and progression in dance

Before using a session make sure you familiarise yourself with the content by reading the Teachers' Notes.

We would also recommend that you listen to the audio beforehand to become familiar with any 'pause points' and to assess how best to mediate the playback.

You may also wish to mark the content tables with timings taking from the audio to enable convenient navigation of the audio content.

## During playback

Each *Let's Move* dance session brings together instructions from a presenter - Justin Fletcher, Cat Sandion and others - with sequences of music, much of it specially composed for the series.

The children will need to listen very carefully to the instructions and then be ready to move with the music.

Throughout each session the presenter will give instructions for groupings - as the children will be moving either alone or in pairs and sometimes in larger groups as well.

At these moments you will need to be ready to pause the playback to allow children to organise in the appropriate groupings. Make sure you 'pause' the playback rather than 'stop' it. Otherwise you will risk setting the audio back to the very beginning.

## Let's Move and the curriculum

*Let's Move* is ideal for delivering the dance component of the PE curriculum at KS1. The National Curriculum notes the *aims* of PE are to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives*

To achieve these ends The National Curriculum states that children should be taught:

- *to perform dances using simple movement patterns*

Using *Let's Move* fulfils this simple curriculum objective while also exploring a wide range of other curriculum areas, exposing the children to a range of music and other stimuli and also helping children to explore a wide range of cultures, including those from other countries.

## Feedback

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# Fireworks

## 1: Shooting stars



*Click to download this  
dance session as an  
mp3 file*

This is a unit of two dance sessions linking to **Bonfire Night**. It has a simple narrative approach: the children imagine themselves on a dark evening, about to make their way through a crowded field towards the bonfire. They step carefully through the crowd, before beginning work on a dance called 'Shooting stars', based on careful hand movements and controlled spins.

### Lesson summary:

- 1 Warm up:** working with a partner, rubbing arms, running on the spot; then stretches and bends; then both sequences put together
- 2 Approaching the bonfire:** running with quick, light steps; then taking one large, exaggerated step together
- 3 Shooting stars - hands:** detailed hand movements, clenching fists and spreading fingers
- 4 Shooting stars - spins:** adding spins to the hand movements, working at a different level
- 5 Shooting stars - jumps:** adding jumps to the developing shooting stars dance
- 6 Cool down:** controlled stretches

### Movement focus:

- **Body:** contrasting heights; upright, crouching down small, hands and feet
- **Action:** rubbing, running on spot; arms; spinning and jumping
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space
- **Relationships:** working alone and with a partner



## Session 1 structure: Shooting stars

Content	Guidance	Evaluation
<p><b>1 Warm up</b></p> <p>Working with a partner, children rub one arm and then the other, then run quickly on the spot. The sequence is repeated.</p> <p>The second part of the warm up consists of controlled stretches and bends (also repeated).</p> <p>In the final section of the warm up the two sequences are run together.</p>	<p>Pause the audio when invited for children to find partners, then make sure they are standing in a space.</p> <p>Look for rhythmic movements in time with the music.</p>	<p>Can the children keep in time with the strong beat of the music?</p> <p>Do they respond to the narrative context and show how cold the evening is as they try to get warm?</p>
<p><b>2 Approaching the bonfire</b></p> <p>Continuing with their partners, children work on a sequence of making their way through the crowded field towards grown ups who are waiting for them.</p> <p>The movement consists of:</p> <ul style="list-style-type: none"> <li>i) quick running steps with partner; stop</li> <li>ii) take a big step forward together, with arms stretched out in front.</li> </ul> <p>After the sequence is practised it is performed 4 times through with the music.</p>	<p>The sequence is practised without the music first.</p> <p>Then, with the music, Justin talks children through the moves on the first two occasions; for the second two the children move without any presenter help.</p> <p>Make sure pairs run towards the spaces and are careful not to collide with any other pairs.</p>	<p>Do children run in time together and make their exaggerated steps together?</p> <p>Are they able to maintain the rhythm of their moves without Justin's instructions for when to start and stop?</p> <p>Do they remember to keep arms stretched out in front for each exaggerated step?</p>
<p><b>3 Shooting stars - hands</b></p> <p>The <i>Shooting stars</i> dance begins with hand movements:</p> <ul style="list-style-type: none"> <li>i) clench one hand into a fist</li> <li>ii) open the fingers quickly</li> <li>iii) clench into a fist again</li> <li>iv) repeat with the other hand</li> </ul> <p>Then the movement is developed by shooting the arm forward for ii) above and then alternating both arms to the children's own timing.</p> <p>Then the sequence is developed by shooting arms straight out in front, following by shooting them up high, one after the other.</p>	<p>This sequence is quite long so everyone will need to listen carefully.</p> <p>Look for quick, exaggerated hand movements to convey the sudden explosions of fireworks.</p> <p>There is a strong beat to the music, but children are able to choose the actual beat they adopt when they repeat the sequence in their own time.</p>	<p>Do children listen carefully and respond to Justin's developing instructions?</p> <p>Do they maintain a steady beat in time with the music?</p> <p>Are they able to choose their own beat when they work in their own time, or do they end up following someone else?</p>

**4 Shooting stars - spin**

The upper body movements are developed by adding a spin, like a Catherine Wheel.

After a reprise of the shooting star hand movements, children slowly spin around, getting lower and lower until they are on the floor, with eyes closed.

This element of the dance is added after a reprise of the hand movements, without being practised first. Listen carefully for the change in the music from a strong beat to a slower tempo.

The sequence ends with children on the floor (but next time through they will not actually sit down). Look for a smooth transition from the hand movements to the spin... and a gradual lowering towards the floor.

Do children maintain a steady rhythm in time with the music?

Do they change movement into the spin smoothly and then gradually get lower and lower to the floor?

**5 Shooting stars - adding jumps**

The shooting star movements are repeated, but this time the children add a jump each time they shoot a star. They shoot two individual stars (with Justin's instructions), then carry on doing so in their own time.

They continue shooting stars out in front as the music changes and they begin to spin, getting lower and lower. This time they don't actually sit down, but remain on feet, ready for jumping and shooting again.

There are two individual jumps, before the children jump in their own time. Listen carefully for Justin's instructions and maintain a freeze between the first and second jumps.

The sequence is repeated so at the end of the spins children should remain on their feet, ready to continue with jumping and shooting stars again.

Do children make two initial jumps in time with Justin's instructions, before jumping in their own time?

Do they jump in time with the music?

Do they change smoothly from jumping to spinning and then move gradually towards the floor?

Do they return to jumping again in time with Justin's instructions?

**6 Cool down**

Stretching arms and legs out wide, then brought together. Slow stand: repeat.



# 2: Catherine Wheels



*Click to download this  
dance session as an  
mp3 file*

The second dance session in this unit about **Bonfire Night** continues the simple narrative structure of the first. The children imagine being at a fireworks display. They create a dance on the theme of 'Catherine Wheels', then, when the display comes to an end, they leave the display using the same running and stepping pattern they worked on in the first session.

## **Lesson summary:**

- 1 Warm up:** wide stretches and spins using movements from the previous session
- 2 Warm up - partners:** repeating the warm up sequence, this time with a partner
- 3 Shooting stars and Catherine Wheels:** reprise of the *Shooting stars* dance from last time, with the spinning sequence added at the end to create *Catherine Wheels*
- 4 Leaving the display:** repeating the quick running steps and long, single steps from previous session
- 5 Rubbing arms and running:** repeating the warm up sequence from the previous session to keep alert by rubbing arms in turn and running quickly on the spot
- 6 Cool down:** stretches and using the hands and fingers to slowly shoot a few last stars

## **Movement focus:**

- **Body:** contrasting heights; upright, crouching low, hands and feet
- **Action:** rubbing, running on spot; arms and fingers; spins
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** working with a partner

## Session 2 structure: Catherine Wheels

Content	Guidance	Evaluation
<p><b>1 Warm up</b> Wide stretches from the previous session; then spins added with arms out wide, then hugging the body.  The sequence is repeated</p>	<p>Make sure that children are standing in plenty of space. The spinning becomes faster - but ensure that the spins remain controlled and that no-one spins so fast that they become dizzy.</p>	<p>Do the children spin with control, getting gradually faster?  Do they respond to the instructions and move in time with the music?</p>
<p><b>2 Warm up - partners</b> The warm up sequence is repeated with a partner. Each member of the pair will spin in turn, so the children decide who will spin first and who second.  The sequence is repeated.</p>	<p>Pause the audio if need be so that members of each pair can decide who is going to spin first. Each pair will need plenty of space to spin. Ensure that each pair understands to be aware of their partner's position when they are spinning.</p> <p>The aim is to create the effect of Catherine Wheels, with one firework starting as the previous ends.</p>	<p>Do the children work co-operatively with their partner, taking it in turns to move?  Do they use their space carefully, making sure they do not make contact with their partner?  Do they co-ordinate their spins for one to begin smoothly after the other?</p>
<p><b>3 Shooting stars and Catherine Wheels</b> Shooting two individual stars up high (using movements from the last session) and then continuing in own time. The sequences develops by shooting stars out to the front, then bending knees and spinning to bring the stars down low to the ground.  The shooting and spinning sequence is repeated: i) two individual stars; ii) shooting stars in own time; iii) spin and bring stars low to the ground.  At the end of the repeat the Catherine Wheel spins are added, with each member of the pair spinning in turn.  The complete sequence with Catherine wheels is repeated.</p>	<p>Make sure that nos 1 and 2 of each pair understand that they will be adding the Catherine Wheel spins and spinning in turn again.</p> <p>This sequence is quite long - about 6 minutes of continuous activity - so be ready to mediate and control the movement throughout and be ready also to pause the audio at the end of the movement msuic for everyone to have a rest if needed.</p>	<p>Do children maintain a steady rhythm in time with the music?  Do they change movement into the spin smoothly and then gradually get lower and lower to the floor?  Are the children able to maintain their concentration and performance level across the entire sequence?</p>



<p><b>4 Leaving the display</b></p> <p>Everyone faces the same way to leave the display. Pairs run forward holding hands, repeating the movement from the previous session.</p> <p>Then they take a big step forward, with outstretched arms, then feet back together.</p> <p>Then move back to starting place and repeat the running/ stepping sequence 4 times.</p>	<p>Make sure everyone is at one end of your space, facing in the same direction. Keeping the running sequences short is vital – otherwise pairs will run out of space when they come to repeat the sequence four times.</p> <p>The running/stepping sequence is repeated 4 times - twice with Justin's instructions, twice without.</p> <p>Look for those pairs who can maintain a sense of rhythm and timing when they have only the music to prompt the movements.</p>	<p>Do the children co-ordinate their running and stepping movements with their partner?</p> <p>Can they maintain the same rhythm without Justin's instructions to help them?</p>
<p><b>5 Rubbing arms and running</b></p> <p>Pairs rub arms in turn as they did in the warm up in the previous session (this time to keep awake), then run on the spot.</p> <p>The sequence is repeated.</p>	<p>The context here is that it is late and the children are becoming sleepy - they rub/run on spot to keep alert. The children will need to find a space and be facing the front again.</p> <p>Look for those pairs who can respond to the context by showing how tired they are.</p>	<p>Do the children respond to the context, showing how tired they have become?</p> <p>Do the children perform the movements to a steady rhythm in time with the music?</p>
<p><b>6 Cool down</b></p> <p>Controlled stretches; slowly recreating the firework fingers, shooting stars forward one hand after the other.</p>		