

Dance KS1: Let's Move Snow world



Cat Sandion presents this unit of Dance KS1: Let's Move

1: Jack Frost

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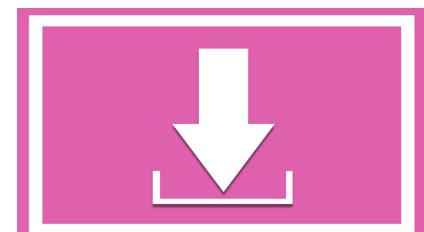
Introduction

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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Snow world

1: Jack Frost



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Snow World includes three dance sessions about cold and snowy weather. The first session is about Jack Frost. He loves to leap over the countryside, making the snow fall and the puddles freeze. There is also a magical sleigh ride when Jack Frost waves his wand and makes the sleigh soar high up into the air.

Lesson summary:

- **Warm up:** skipping and jumping around the space, then freezing in icicle and snow shapes.
- **Jack Frost darts over the countryside:** twist and turn, leaping up high, into trees and gate posts, shaking your wand to make things freeze.
- **Jack Frost jumps and waves his wand:** jump to the top of a tree, creep along the branch and wave your wand to make the leaves freeze.
- **Jack Frost leaps over the countryside then makes the puddle freeze:** step toward the puddle with light footsteps. Wave your wand to make it freeze.
- **Slip and slide on the ice:** move with careful, wobbly steps.
- **Jack Frost leaps over the countryside, then lands on a gate post:** make your footsteps even lighter, then leap up high onto the gatepost.
- **Go for a sleigh ride:** work with a partner, to be a husky dog and driver of the sleigh.
- **The sleigh flies into the air:** move in slow motion, as though you are flying.
- **Swirly ice patterns:** working in groups of four, show Jack Frost making magical ice patterns on the window.
- **Cool down:** relax and imagine you are in your cosy bed.

Movement focus:

- **Body:** quick, light, darting and jumping movements, contrasting with slow, graceful 'three, two, one freeze' sequences, and graceful flowing movements (making swirling patterns).
- **Action:** Jack Frost leaping and causing mischief, going for a sleigh ride, making swirly ice patterns.
- **Dynamics:** levels (high, medium and low) and changing speeds.
- **Space:** working in a self-defined space, making curvy pathways, as well as changing direction quickly.
- **Relationships:** single and pair-work and groups co-operating together.



Session 1 structure: Jack Frost

Content	Guidance	Evaluation
<p>Warm up Skip around the space, making your own pathway. When the music stops freeze in a stretched, pointy shape, like an icicle.</p> <p>Jump around the space, then freeze into a pointy snowflake shape.</p>	<p>Skip around the room, making your own pathway and not following anyone else. Then jump around, feet together, exploring the whole space.</p> <p>Really hold your frozen icicle and snowflake shapes.</p>	<p>Can the children move with light footsteps?</p> <p>Can they use all of the space?</p> <p>Can they maintain their frozen shape until the music ends?</p>
<p>Jack Frost darts over the countryside Dress up as Jack Frost, wave your magic wand, then move around the space, as though you are flitting through the trees and over the fields.</p>	<p>Move in a variety of ways, leaping and darting, twisting and turning. Imagine you are as light as a feather!</p>	<p>Can the children move with quick, light footsteps through the space not bumping into anyone else? Can they work independently?</p> <p>Can they show the sprightly, mischievous character of Jack Frost?</p>
<p>Jack Frost jumps and waves his wand The children leap to the top of a tree, tiptoe along the branch, wave their magic wand, then freeze like a frozen leaf.</p>	<p>Bend and straighten your knees, as you jump and stretch up high. Take small, light steps in time to the music.</p>	<p>Can the children jump in time to the music?</p> <p>Can they also listen carefully to the beat and step in time?</p> <p>Can they hold their frozen leaf shape, arms stretched out by their sides?</p>
<p>Jack Frost leaps over the countryside then makes the puddle freeze! Be Jack Frost again, flitting through the trees and fields. Tip-toe over to a puddle, then wave your wand.</p>	<p>Move in a variety of ways, leaping and darting. Take big jumps, taking care not to bump into anyone else. Take small, light footsteps towards the pond, in time to the music.</p>	<p>Can the children move with even quicker, lighter footsteps through the space?</p> <p>Can they make their Jack Frost movements and gestures even bigger and bolder?</p> <p>Can they leap up high with lots of energy and making their own pathways?</p> <p>Can they step slowly in time, as they walk towards the pond?</p>
<p>Slip and slide on the ice Skid around on the ice with small, wobbly, sliding footsteps.</p>	<p>Make sure you are working on your own in a space. Hold your arms out by your sides, as though you are balancing, as you step over the ice.</p>	<p>Can the children show the character of Jack Frost?</p> <p>Can they really show that they are stepping over the ice, moving with control, even though they are wobbling and sliding?</p>



<p>Jack Frost leaps over the countryside, then lands on a gate post Be Jack Frost again, leaping over rooftops and darting over fences. Then jump up high, to land on a gatepost.</p> <p>Then, rub your hands together and stamp your feet to keep warm (as Farmer Joe) and shake your wand (as Jack Frost) to make Farmer Joe sneeze.</p>	<p>Encourage the children to move independently, with lots of energy, around the space - and to change their direction quickly.</p> <p>When they do their hand and feet actions they need to really imagine how cold they are feeling and show this in their expressions and gestures.</p>	<p>Can the children take even bigger jumps than last time? Can they really bend their knees and jump up as high as they can to reach the gatepost? Can they show the character of Farmer Joe and how cold he is?</p>
<p>Go for a sleigh ride Working with a partner, one of you is the driver of the sleigh and the other is the husky dog, pulling the sleigh.</p>	<p>If you're the husky, trot, lifting up your knees, with your hands held out in front of you. If you're the driver, stand up straight behind, arms out, as though you're holding onto the reigns.</p>	<p>Can the children move through the space, standing one behind the other and staying together? Can they change direction quickly, as though they are zig-zagging through the snow? Are they working together cooperatively?</p>
<p>The sleigh flies into the air As before, working with a partner, be the driver of the sleigh and the husky dog, pulling the sleigh. This time, when the music changes, imagine you are soaring high up into the air.</p>	<p>When the music changes and you soar up into the air, take slow motion, silent, graceful steps - you are gliding through the clouds!</p>	<p>Can the children show a clear contrast between their fast, galloping steps - when they are on the ground - and their slow motion, graceful steps, when they are moving through the air?</p>
<p>Swirly ice patterns Working in a group of four - one person is Jack Frost and the rest swirl around in a circle to make beautiful ice patterns.</p>	<p>If you're Jack Frost - sway your whole body backwards and forwards as you blow out your icy breath. Everyone else, move around in a small circle, waving your arms slowly up and down; then, when Jack waves his magic wand, freeze together into your ice pattern shape.</p>	<p>Can the children freeze in a variety of different ice pattern shapes? They might hold hands, or bend their bodies, arms and legs in different ways to make their shapes. Can they use different high and low levels, changing these with each shape? Can Jack Frost remember to blow and shake his wand at the right moment in the music?</p>
<p>Cool down Imagine that you are lying in your cosy bed. Wriggle your fingers and toes and relax.</p>		



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2: Creatures in the snow

In the second dance session the children find out about creatures that are often found in the snow. They experience some very cold weather and meet the robin, the snow fox and the penguin. They explore how the creatures move and how they search for food.

Lesson summary:

- **Warm up:** flutter your fingers up and down and bend and straighten your knees, as though the snow is falling.
- **A blizzard is coming:** continue to flutter your fingers and move around the space, as the gentle snowfall turns into a blizzard.
- **Robin in the garden:** puff out your feathers.
- **Hop as a robin:** hop around the space and stop to flutter your feathers and peck.
- **Robin flies away from the cat:** flutter your wings and fly up into the air.
- **Snow fox searches for food:** creep around the space as the snow fox.
- **Waddle like a penguin:** waddle with a partner, one behind the other.
- **Penguin slips over the ice:** slip and slide, following your partner. Everyone waddle like a penguin - waddle together as a whole class in a long line.
- **Cool down:** lie back and relax, imagining you are looking up at the night sky.

Movement focus:

- **Body:** arms, legs, hands, feet and whole body.
- **Action:** hopping like a robin, creeping like a snow fox and waddling like a penguin.
- **Dynamics:** responding to different rhythms in the music and moving slowly and quickly in time.
- **Space:** exploring the whole space, moving, body low to the ground, reaching up high.
- **Relationships:** working alone and pair-work.



Session 2 structure: Creatures in the snow

Content	Guidance	Evaluation
<p>Warm up The children gently flutter their arms up and down on the spot.</p>	<p>Ensure children flutter their arms slowly, isolating their fingers and arms and lifting them up and down gently, then gradually making movements bigger and faster as the snow increases. Bend and straighten your knees.</p>	<p>Can the children move with control and show a clear difference between their slow, graceful movements and faster, bolder movements?</p>
<p>A blizzard is coming! There is a blizzard! The children become the snow being tossed and turned by the wind.</p>	<p>The children should keep arms moving up and down faster and move on tip-toes around the space, twisting and turning and making a curvy pathway.</p>	<p>Can the children move independently, with light footsteps around the space, twisting and turning and not following anyone else?</p>
<p>Robin in the garden The children rustle their feathers as though they are a robin, then puff them out to keep warm and have a shiver.</p>	<p>The children flap their hands, with elbows bent and arms moving up and down quickly - as though they are rustling their feathers. At the same time they move their arms out and away from their bodies - as though they are puffing them up. Then they have a good shiver!</p>	<p>Can the children push out their arms to make themselves look bigger? Can they shiver with their whole body?</p>
<p>Hop as a robin The children hop around the space lightly as though they are a robin. They do a mixture of hopping and flying, as they move from branch to branch. They stop to land on a branch and peck at some berries.</p>	<p>Hop from one foot to another and flutter wings quickly. Heads should move forwards and backwards, with sharp pecking movements to eat the berries.</p>	<p>Can the children hop around the space with small, light steps and lots of energy? Can they listen clearly and respond to the changes in the music, showing them when to peck?</p>
<p>Robin flies away from the cat Flying quickly into the air, as though you are the robin flying up away from the cat.</p>	<p>The children should move with small, quick footsteps around the space. They should look up, lifting their heads and then flapping their arms vigorously to get away from the cat. Spread arms out by your sides to fly.</p>	<p>Can the children move into the air quickly to escape from the cat? Can they respond to the audio cue? Can they flap their arms quickly, and move with silent footsteps, as they imagine that they are soaring above the garden?</p>



<p>Snow fox searches for food Next the children become snow foxes. They creep slowly through the snow, with a curved back and head low to the ground. They lift their hands up and down in front of them as paws. Every now and then, they stop to listen carefully for the mouse - then creep closer and dig!</p>	<p>The children need to move their head from side to side with quick, sharp movements, as they listen for the mouse. Encourage them to move as silently as they can around the space. They don't want the mouse to hear them!</p>	<p>Can the children move with control, taking slow steps in time to the music? Can they contrast these slow movements with their fast digging actions, as they try to find the fox?</p>
<p>Waddle like a penguin Next the children become penguins. Working with a partner they waddle across the ice.</p>	<p>They should stand up very straight, press their arms stiff and straight to their sides and lift up their hands, so that they are like flippers.</p>	<p>Can the children waddle one behind the other and follow each other closely? Can they clearly show the character of the penguin through their movements?</p>
<p>Penguin slips over the ice The children waddle like penguins and slip and slide over the ice. They swap partners and waddle again, one following the other. When the music changes, they slip and slide around, but stay together, making their own pathway.</p>	<p>Encourage the children to stay close to their partner and to follow them when they change direction. They need to listen out for the change in the music and respond by changing their movements, as though they are sliding over the ice.</p>	<p>Can the children maintain their penguin characters, when they are slipping and sliding around? Can they move with control? Working with their partner, can they make their own pathway through the space?</p>
<p>Everyone waddle like a penguin! Everyone does a big penguin dance together! The children move around the space, as though they are a long line of penguins playing follow my leader.</p>	<p>Encourage the children to watch the person in front and to move at the same speed as everyone else.</p>	<p>Can the children keep together in their long line and follow each other? Can they still keep together when they are slip and sliding around on the ice?</p>
<p>Cool down Relax in a space. Imagine that you are lying in the snow, looking up at the night stars.</p>		

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3: Let's make a snowman!

In the third and final session of the unit the children are going to have some fun in the snow! They'll go out walking in the snow, throw it into the air, make snowballs and build a snowman. They finish off by putting some of the session movement sequences together to make a 'snowman-decorating' dance!

Lesson summary:

- **Warm up:** move around the space as the swirling snow.
- **Look out of the window:** step to the window and open the curtains and look out.
- **Get ready to go out in the snow:** put on your hat and gloves and boots.
- **Throw snow in the air:** skip around the space and throw up handfuls of snow.
- **Jump in a patch of snow:** jump forward, feet together.
- **Make footprints in the snow:** take big heavy steps in time.
- **The snow is deeper:** lift your feet even higher to step in the snow.
- **Make a snowball:** roll a snowball, making your own pathway.
- **The snowball gets bigger:** join up with a partner to help you push it.
- **Be a snowman:** grow as though you are the snowman getting bigger.
- **Decorate the snowman:** skip around the space, then stop to decorate the snowman.
- **A snow dance:** work with your partner again and put the snow moves you have learned together.
- **A snowman decorating dance:** working with your partner, one of you is the snowman and the other, the decorator.
- **Cool down:** lie down in a space. Imagine you can feel the winter sun on your face.

Movement focus:

- **Body:** arms, legs, hands, feet and whole body.
- **Action:** walking and jumping in the snow, making snowballs, building and decorating.
- **Dynamics:** responding to different music and changing directions.
- **Space:** making your own curvy pathways through the space, using high and low levels.
- **Relationships:** single and pair-work.



Session 3 structure: Let's make a snowman!

Content	Guidance	Evaluation
<p>Warm up The children warm up by being the big snow blizzard. They make their own pathways and twist and turn through the space.</p>	<p>They should lift arms up and down as though they are the falling snow, as they move through the space. Move on tip-toes.</p>	<p>Can the children move with light, quick footsteps through the space? Can they make their own pathway, not following anyone else?</p>
<p>Look out of the window The children yawn and stretch, then take three paces to the window, then fling open the curtains and look outside.</p>	<p>Step in time to the beat of the music. Fling open the curtains with a big, fast gesture.</p>	<p>Can the children follow this sequence of activities? Can they all step at the same time to the music?</p>
<p>Get ready to go out into the snow They get ready to go out in the snow. They put on hats, gloves and boots.</p>	<p>Encourage the children to think about what they are doing - to really try and imagine their hats, gloves and boots.</p>	<p>Can the children show how excited they are to be going out in the snow?</p>
<p>Throw snow in the air Skipping around joyfully, then stopping to pick up a handful of snow and throwing it high up into the air.</p>	<p>Encourage the children to listen carefully to the presenter and the change in the music, so that they know when to throw their snow into the air.</p>	<p>Can the children move with quick, light footsteps around the space? Can they throw up their snow with a big, confident gesture, lifting their hands high up into the air? Can they move in a controlled way, from skipping, to throwing, to skipping again?</p>
<p>Jump in a patch of snow The children jump forward in the space, imagining that they are jumping into a big patch of snow.</p>	<p>Make sure that the children are in a space of their own before they jump. Encourage them to bend their knees and to jump forward, feet together.</p>	<p>Can they all jump at the same time in their own space? Can they jump with lots of energy, making sure that they don't touch anyone else?</p>
<p>Make footprints in the snow Walking through the snow, imagining that you are making footprints in it.</p>	<p>The children should walk with big, heavy steps, bending knees and lifting up their feet.</p>	<p>Can the children really imagine that they are walking through the snow? Can they step in time and work independently, make their own pathway?</p>
<p>The snow is deeper Walk through the snow again, but this time, imagining that it's even deeper! It's up to your knees!</p>	<p>Walk with slower, heavier steps and this time lift your feet up even higher!</p>	<p>Can the children show that the snow is even deeper now, through their slow, heavy footsteps? Can they listen carefully to the strong beat in the music and continue to step in time?</p>



Make a snowball Making a snowball. The children imagine that they are rolling it around in the snow, until it gets bigger and bigger.	They should stretch out one hand and open their fingers - this is their snowball hand - and bend forward so that their snowball hand is almost touching the floor.	Can the children move quickly around the space, as they roll their snowball along the ground? Can they maintain their bent stance, with their hands trailing near the ground?
The snowball is bigger! The snowball is growing! Join up with a partner. This time push the heavy snowball together. When it gets bigger and heavier, push harder.	The children should lean forward and push with their hands in front of them.	Can the children work cooperatively together in their pairs, as they push the snowball at the same time? Can they take slow footsteps, stay side by side and move together? Can they show the snowball getting heavier?
Be a snowman The snowman is growing! Crouch down on your own in a space, then grow, as though you are the snowman getting bigger.	The children should crouch down as small as they can in a tiny ball, then grow as tall and straight as they can.	Can the children show a clear difference in their body shape, as they move from very small to very tall? Can they grow slowly and with control?
Decorate the snowman Skip around the space, then stop to decorate the snowman.	The children should make their own pathways and kick out the snow, so that it sprays in all directions! When the music stops, they should stop too and listen carefully for instructions on what to do.	Can the children skip with light, quick footsteps? Can they kick out their feet, being careful not to touch anyone else? Can they listen carefully and decorate different parts of the snowman?
A snow dance Working with your partner, put some of the moves that you have practised today together to make one big snow dance. Tramp through the snow, then make your snowman.	The children need to decide on a leader, then one follows the other through the space. They roll their snowball together and then grow together to make one enormous snowman. They need to decide who is the snowman and who is the decorator.	Can the children work together, staying close to each other, as one follows the other's footsteps and they move through the space? Can they work co-operatively, as they imagine that they are pushing the enormous snowball?
A snowman decorating dance Stay working in your pairs. One of you is the snowman and the other is the person decorating the snowman. Skip around and when the music stops, imagine you are putting the finishing touches to your snowman.	If they are the snowman, the children need to freeze in their snowman shape and hold their positions while the decorators dance around. Encourage the decorators to weave in and out, between as many different snowmen as they can.	Can the snowmen hold their still position, standing up straight, arms by their sides, with a big happy smile? Can the decorators imagine they are putting on stones for eyes, a carrot for a nose, and a stick for a mouth, and putting on a scarf and hat, without actually touching their partner?
Cool down Lie down in a space. Relax.		