

Dance KS1: Let's Move

Minibeasts



Naytalia Roni presents this unit of Dance KS1: Let's Move

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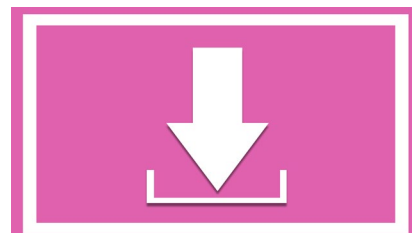
Introduction

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 an 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

Our address is:
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Minibeasts

1: Bees do the waggle dance



Click to download this dance session as an mp3 file

In this unit of three sessions we meet some friendly creatures from the garden and learn various movement sequences, which build towards a final extended 'Minibeasts' dance.

The first session of the unit is based on simple movements inspired by bees and in particular patterns of movement as bees pass on messages.

Lesson summary:

Bee shake and wiggle: the children move on their own, wiggling their arms and hands and then shaking their bodies

Bee shake and wiggle down to the ground: the movement is extended by introducing movement on different levels, as the children wiggle and shake down to the ground and back up again.

Bee flight in circles: the children run around in small, precise circles in one direction; then they turn and repeat the circle in the other direction.

Bee flight with shake and wiggle: now children combine both elements of the movement - first shake and wiggle, then running in small, precise circles.

Bee shake and wiggle in pairs: the movement is further developed as children get into pairs and shake and wiggle in time together.

Bee flight in pairs: one member of the pair runs in their precise circle around the other; then they swap over and repeat.

Bees do the Waggle Dance in fours: two pairs join up and each member of the group moves in turn, creating their own pathway around the other members of the group.

Bees do the Waggle Dance - complete: all the elements of the dance are put together - shaking and wiggling; pairs making circles in turn; shaking and wiggling; individual members making their own pathways.

Cool down: shaking and wiggling as individuals again...getting slower and slower...and taking a seat on the floor.

Movement focus:

- **Body:** contrasting heights
- **Action:** quick, light steps in precise circles; creating own pathways
- **Dynamics:** contrasts in speed and height
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** an emphasis on working in pairs and also in groups of four



Session 1 structure: Bees do the Waggle Dance

Content	Guidance	Evaluation
Bee shake and wiggle Children stand in a space of their own, feet apart arms down at their sides. They lift arms out a little to the side and shake arms and hands...then shake bodies. Then they repeat the movements with the music.	Make sure everyone has sufficient space. Everyone should remain still, on the spot, for this activity.	Do the children shake and wiggle in time to the instructions and the music? Do they remain on the spot while shaking and wiggling?
Bee shake and wiggle down to the ground The shaking and wiggling is repeating, this time moving down to the ground by bending knees and then coming up again.	There are two practice sequences without the music and then one sequence with the music. Again, children need to remain on the spot, so wiggling down to the floor is achieved by bending knees.	Can the children wiggle down to the floor and back again by bending knees in time to the instructions and music? Do they remain on the spot while doing so?
Bee flight in circles The children run round in a circle then turn and run in the other direction back to their starting places. Then they run in a circle in the opposite direction, turn again and run back to starting place again.	The circles should be small and precise. Look for children who can create precise circles and take their timing from the instructions, so that circles are completed at the correct time.	Can the children run in small, precise circles? Are they able to take their timing from the instructions, so that circles are completed at the correct time? Do they follow the instructions, changing direction when asked to do so?
Bee flight with shake and wiggle Children now combine their shaking and wiggling with running in circles.	The children begin by shaking and wiggling down to the ground, then move on to running in small, precise circles in one direction and then the other.	Are the children becoming familiar with the movements? Are they beginning to polish their movements and predict which movements will come next?
Bee shake and wiggle in pairs Children join into pairs and stand in a space. Then they repeat the shake and wiggle in time together - down, up, down again and up again.	Pause the programme when invited to do so in order to organise the children in their pairs. Resume the programme when each pair is standing ready in a space.	Do children get into pairs quickly and quietly and then stand ready to resume their dances?
Bee flight in pairs One member of the pair stands still while the other runs around their partner in a small, precise circle. Then pairs swap over, so that they both have a turn at running and standing still.	The sequence begins with a practice of each member of the pair running around the other. Then, with the music, pairs combine the shake and wiggle down to the ground with the running in small, precise circles.	Look for pairs who manage the whole sequence accurately: wiggle down, then up, down again, then up again, then person A runs around person B, then person B runs around person A, then finish.



<p>Bees do the Waggle Dance in Fours Each pairs joins with another pair to make a four. The existing dance movements are then extended by each member of the group moving in turn, using their own pathways to move around the other members of their group.</p>	<p>Some organisation is needed here to ensure success. Pause the programme for pairs to join together to makes fours. Then each member of the group needs to decide who will move first, second, third and fourth.</p> <p>Each child moves in turn, following their own pathway around the other members of their group. The music for the sequence includes instructions telling each person when to move.</p>	<p>Do the groups organise themselves quickly and efficiently?</p> <p>Do they wait for their turn to move?</p> <p>Are they able to create their own pathways as they move around the other members of the group?</p> <p>Do they move in the correct order, at the right time?</p>
<p>Bees do the Waggle Dance - complete Now the groups of four combine all the movements: they shake and wiggle together down to the ground and back again; then one pairs runs in small circles, one after the other; then the whole group shakes and wiggles again; then the second pairs takes it in turn to run in circles, one after the other; finally the four members of group make their own pathways in turn, running around the other members of the group.</p>	<p>This is quite an extended sequence, but it builds on the movements the children have been practising throughout the programme and they should be gaining familiarity with the sequence by now.</p> <p>There are instructions throughout the sequence, telling each child or pair when to move.</p>	<p>Do the children listen carefully to the instructions and move in the correct order and at the correct time?</p> <p>Are they gaining confidence as they gain greater familiarity with the sequence?</p> <p>Are they enjoying working as a group?</p> <p>Is the dance something that they are all contributing to equally as individuals?</p>
<p>Cool down The children return to being on their own again for the cool down. They shake and wiggle - getting slower and slower - finally taking a seat on the floor as the bees returning to their hives.</p>	<p>This is simply a repeat of the opening movements of the programme, but adding a controlled change in speed and level.</p>	<p>Do the children slow down in time to the music?</p> <p>Do they gradually become stationary?</p>
<p>Supernovas and shooting stars The class divides down the middle, into group A and group B. Group A moves first as the exploding supernovas – leaping up and doing star jumps on the spot, then they freeze.</p> <p>Next, group B zig-zags around the space, spinning their arms, as the shooting stars. The groups continue to take it in turns to move, then freeze.</p>	<p>Encourage the children to move and co-operate with the rest of their group when it is their turn. They need to make their own pathway when they are moving around. Help them to use the whole space and to freeze in their different shapes when the music stops.</p>	<p>Can the children hold their frozen pointy shapes and star shapes?</p> <p>Can they make these shapes bold and interesting?</p> <p>Can they work cooperatively with the rest of their group when they move around the space?</p> <p>Are they able to listen carefully for the changes in the music and be ready for their turn?</p>



2: Digging for worms



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

The movements in the second session are inspired by that most useful of garden creatures - the common earth worm. Our worm nearly becomes a tasty meal for a robin in the garden - but this worm is stubborn and manages to escape.

Lesson summary:

Warm up - digging: children begin with digging movements, using their hands as a shovel and throwing earth over their shoulders.

Digging and jumping: the sequence is modified by adding a small jump between the digging movement and the throwing.

Hopping robins in the garden: the class divides in two and takes it in turn to move as a hopping robin in the garden.

Pull that worm! Children use their hands as beaks and pull at the worm, trying to get it out of the earth.

Pull that worm - harder! The pulling sequence is developed by adding a step backwards after each pull, ending with children falling forward to the floor as the worm escapes.

The adventures of an earth worm: the movement sequences are combined to create the earth worm dance - children begin by digging and throwing, then move as hopping robins in their own space, then reform group circles to pull at the worm...finally making a controlled fall forwards to the floor as the worm escapes.

Movement focus:

- **Body:** contrasting heights
- **Action:** hopping on one foot and then the other; jumping; using hands for pulling; reaching low to dig
- **Dynamics:** contrasts in speed; contrasts in movement and stasis
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** working individually and working as part of a large group



Session 2 structure: Digging for worms

Content	Guidance	Evaluation
Warm up - digging Children stand on their own in a space. They make their hands into the shape of a shovel, with palms facing upwards. They then dig, using bent knees to reach low. Then they throw the earth over their shoulders.	The children practise without the music first...then move with the music. The music sequence lasts for 40 seconds and allows for three digging and throwing movements. But beware, the instructions become spare as the movement continues, so children will need to be able to find their own timing for the end of the activity.	<p>Do children move in time to the instructions and music?</p> <p>Can they make clear digging and throwing actions?</p> <p>Are they able to maintain a consistent rhythm and clear actions without the instructions?</p>
Digging and jumping The digging and throwing sequence is repeated with the music, but this time a little jump is added after the digging and before the throwing.	As before, the sequence allows for three repeats of the digging, jumping, throwing motif.	<p>Are the children listening carefully to know when to move?</p> <p>Do they incorporate the jump neatly into their sequence?</p>
Hopping robins in the garden The class divides into two groups. The first group moves as a robin, hopping around the garden, while the other group watches. Then the group sits down while the other group moves.	<p>Pause the programme when invited to divide the class into two groups.</p> <p>The robin movements are:</p> <ul style="list-style-type: none"> - hop on one leg - change leg and continue hopping - small jumps, first forwards then backwards - gradually slowing to 'land' on the handle of the garden spade. 	<p>Do the children divide quickly into two groups?</p> <p>Can they sustain hopping on one leg and maintain balance?</p> <p>Are they listening carefully for when to change movements?</p> <p>Do they get up quickly ready to dance when it is their turn to do so?</p>
Pull that worm! The class divides into four groups, each standing in its own space. Each group stands as a circle, facing inwards. The children then become robins, but using their hands to pull up the worm.	<p>Pause the programme when invited to do to get the groups organised.</p> <p>There are two short sequences with music for the children to use their hands pulling at the stubborn worm.</p>	<p>Do they children get organised quickly?</p> <p>Do they perform their pulling actions in time with the music?</p>
Pull that worm - harder! Repeat with music. This track repeats the pulling, stepping, falling sequence with the music. The repeat the sequence simply replay the track.	<p>Make sure everyone resumes their original places, standing in a circle facing inwards - ready to begin pulling then stepping backwards one again.</p>	<p>Are the children gaining familiarity with the movements?</p> <p>Are they gaining in confidence and control?</p>



<p>The adventures of an earth worm Movement sequences from the programme are combined. Children begin on their own, starting with digging and throwing. Then children hop and jump lightly as the robin, but this time remaining in their own space, getting slower to 'land' on the handle of the spade. Then children get back into their four groups and resume pulling the worm and taking a step backwards, until the worm escapes and they topple forward to the floor.</p>	<p>The complete sequence lasts for approximately four minutes - so children will need to listen carefully and concentrate throughout.</p> <p>Be aware that the sequence of movements is not exactly as practised - eg the group does not split into two this time for the hopping robin.</p> <p>Be ready to pause the programme if necessary when the groups must reform.</p>	<p>Are the children able to retain a sense of shape and control throughout the dance?</p> <p>Do they move smoothly from one section of the dance to the next?</p> <p>Are they able to sustain their focus throughout the complete sequence?</p> <p>Do they reform groups quickly and efficiently?</p> <p>Do they enjoy dancing the complete sequence together?</p>
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3: A dragonfly hovers in the garden



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In the final session of the unit, the children begin by moving as dragonflies, before combining elements from all the programmes to make a narrative 'minibeasts' dance.

Lesson summary:

Dragonfly feet: children run quickly on the spot with quick, light steps while raising their arms slowly to the sides.

Dragonfly eyes: children turn in slow motion on the spot with wide eyes to face the back...then turn in the opposite direction to face the front again.

Dragonflies complete: the arm and leg movements are combined with the slow motion turning. Revision of previous minibeast dance elements...

Bees do the Waggle Dance in fours: two pairs join up and each member of the group moves in turn, creating their own pathway around the other members of the group.

Digging: children make their hands into shovels and dig, throwing the earth over their shoulders

Hopping robins: they create four circles and hop as robins in the circle, turning one way then the over.

Pull that worm! Staying in circles, facing in, using arms and hands to pull the stubborn worm.

Dragonflies complete: the final element of the dance brings us back to the beginning of this programme and the dragonfly movements.

Movement focus:

- **Body:** contrasting heights; contrasting speeds
- **Action:** quick steps, slow motion steps; graceful arms; hopping, hands and arms pulling
- **Dynamics:** contrasts in speed, high and low
- **Relationships:** working alone and with a partner, leading and following, working in a larger group.



Session 2 structure: A dragonfly hovers in the garden

Content	Guidance	Evaluation
Dragonfly feet Children become dragonflies hovering above a pond. They begin by running on the spot with very fast light steps - as quietly as possible.	The running sequence is repeated three times. The aim is to run as quickly and silently as possible - you don't want to hear lots of heavy feet on the floor!	<p>Are the children listening carefully and looking forward to extending their minibeast dance?</p> <p>Are they able to run quickly, lightly - and quietly?</p>
Dragonfly arms Arms are added to the dragonfly feet. First there's a practice without the music. Arms are lifted slowly to the side, while feet run quickly on the spot.	The sequence is repeated twice. The tricky part is to raise the arms slowly until they are out to the side, while running quickly on the spot. There should be a strong contrast between the upper and lower body.	<p>Do the children continue to run on the spot with quick, light, silent steps?</p> <p>Are they able to add arm movements, showing a clear contrast between the upper and lower body?</p>
Dragonfly eyes Children add searching movements to their dragonfly sequence. They open eyes wide and turn slowly in a semi-circle - with dragonfly arms raised - to face the back of the room. Then slowly they turn to face the front again.	The movements should be slow and smooth and the children should only turn half a circle - before turning in the opposite direction back to the front again. The sequence is performed twice.	<p>Do the children turn slowly and smoothly?</p> <p>Do they turn a half-circle and then stop?</p> <p>Do they follow the instructions and return to face the front again?</p>
Dragonflies complete The movements of the dragonfly are combined to create a sequence.	The order of the sequence is: - quick running steps and arms raised slowly to the sides - arms slow down, then repeat - wide eyes and slow motion turn on the spot to face the back - wide eyes and slow motion turn in the opposite direction to face the front again.	<p>Are the children beginning to polish and refine their movements?</p> <p>Do they respond to the change in tempo of the music - predicting the movements that will come next?</p>
Bees do the waggle dance in Fours The dance now reverts to revision of some of the other 'minibeast' dance motifs, beginning with the Waggle Dance.	Pause the programme when invited to do so, so children can find their partners from the Waggle Dance. Then in their fours, they wiggle and shake down to the ground again. Then each member of the group makes their own pathway as they fly between the other members of their group.	<p>Do the children get quickly into their groups?</p> <p>Do they remember clearly the moves for the Waggle Dance?</p> <p>Do they repeat their pathways from last time - or do they find new ways to move?</p>



<p>Digging The revision of dance moves from the previous 'minibeast' programmes and continues with the digging sequence in the garden.</p>	<p>The children make their hands into shovels again and reach low to the ground to dig, then stand up straight and throw the earth over their shoulders.</p>	<p>Do the children get quickly into their own space?</p> <p>Do they recall the movements and rhythm of the movements from last time?</p>
<p>Hopping robins The class creates four large groups again and stands in a circle. Then the circle hops as robins in one direction...then stops, turns and hops again in the other direction.</p>	<p>Pause the programme when invited to do so in order to get organised.</p> <p>Make sure the children maintain the shape of the circle and an even spacing between themselves and the child in front / behind.</p>	<p>Do the children make four roughly equal groups?</p> <p>Do they maintain the shape of the circle and the distance between themselves and their neighbours?</p>
<p>Pull that worm! The children remain in their four circles, facing inwards. They bend down and use hands and arms to pull at their worm, taking a step back each time. At the end they fall to floor and take one final pull at the worm.</p>	<p>As before, the key thing is to create a strong rhythmic connection between the pulling action and the stepping back.</p>	<p>Do the children remember the actions from last time?</p> <p>Do the create a strong rhythmic connection between the pulling actions and the stepping back?</p> <p>Do they maintain a sense of control as they fall to the floor?</p>
<p>Dragonflies complete The final element of the minibeast dance narrative is a return to the dragonfly movements. Children raise arms slowly to the sides, while running quickly on the spot. Then they stop and turn slowly with wide eyes to face the back... then return to the front again.</p>	<p>The section of the dance repeats previous movements. The slow, controlled dragonfly movements also serve as a cool down for today's session.</p> <p>If you have time, go straight on to a complete performance of the minibeast dance using the full version of the music track.</p>	<p>Have the children gained in confidence with the movements as they've gained greater familiarity?</p> <p>Have they enjoyed dancing in groups?</p>
<p>Minibeast dance - complete music This 'bonus' track offers the complete music for the minibeast dance - a chance for your group to dance it from start to finish without the instructions from the presenter.</p>	<p>The complete dance comprises:</p> <ul style="list-style-type: none"> - Dragonfly feet and arms - Dragonfly eyes - Bees do the waggle dance (4s) - Pull that worm! - Hopping robins - Dragonfly feet and arms - Dragonfly eyes - Coda (create your own signoff!) 	