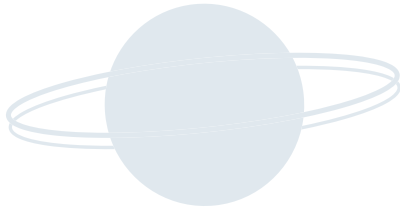


# Dance KS1: Let's Move Space



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

## 1: Journey to the Moon

*Go to webpage*



## 2: Meet the aliens!

*Go to webpage*



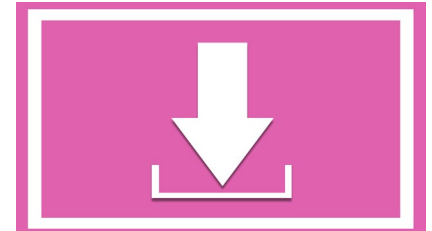
## Introduction

*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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# Space

## 1: Journey to the moon



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

This is a unit of two sessions exploring the theme of space. In Session 1 the children take a trip in their spaceship to the moon. They see many interesting things on the way, including shooting stars and supernovas.

### Lesson summary:

**Warm up:** children work on their own in a space, stretching out arms and legs in a controlled way and spreading and fluttering fingers, as though they are a star.

**Take-off to the moon:** leaping up and making a curvy pathway through the space, stretching up high.

**Earth:** stretching, with a wide, curved body shape and spinning gently, as though moving around the Sun.

**Sun:** standing still in a space and moving arms and hands to depict the Sun's rays.

**Sun and the earth:** working with a partner. The Earth spins slowly around the Sun.

**Floating in space:** isolating arms and legs. Taking light, controlled steps.

**Shooting stars:** spinning arms and zig-zagging quickly around the space.

**Supernovas:** star jumps on the spot.

**Shooting stars / Supernovas:** putting the above movements together to make a sequence, with group A and group B taking it in turns to move, then freeze.

**Cool down:** relaxing and taking deep breaths.

### Movement focus:

- **Body:** contrasting heights; crouching down low, stretched up high, stretched out wide, hands and feet
- **Action: arms;** spinning and jumping, leaping on the spot, slow, graceful movements, fast zigzag movements, stepping in time, balancing
- **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: Journey to the moon

Content	Guidance	Evaluation
<p><b>Warm up</b></p> <p>The children warm up in a space. They stretch out their arms and open and close their fingers, as though they are the twinkling stars.</p>	<p>Encourage the children to move from low to high, with slow, controlled movements. Help them to make themselves as small as they can to start with, then to reach upwards and outwards, to make a contrasting, stretched body shape.</p>	<p>Can the children move slowly and with control?</p> <p>Can they uncurl and move their arms slowly as they stretch, but make contrasting small, quick movements with their fingers?</p> <p>When they repeat this sequence, can they stretch out even wider, legs apart, to make a clear star shape?</p>
<p><b>Take-off to the Moon</b></p> <p>After the children have put on their space suits, they work on their own to show the fast, exciting action of the rocket blasting off to the moon. They start off in a low, crouched position, then leap up and move quickly around the space, hands together above their heads, as the pointy nose of the rocket.</p> <p>When they repeat the sequence, they flap their hands out behind them, as though they are the flames coming out of the rocket.</p>	<p>Encourage the children to listen carefully to the music and the 'Blast off!' instructions.</p> <p>Help them to make their own curvy pathway and not to follow anyone else.</p> <p>Encourage them to really reach upwards, as though they are climbing higher into the sky.</p>	<p>Can the children concentrate and jump up at the right moment, as though they are the rocket, blasting off into space?</p> <p>Can they move with control and maintain a consistent speed, not bumping into anyone else?</p>
<p><b>Earth</b></p> <p>The children imagine that they are the Earth, spinning gently, as it moves in a big circle around the Sun. They stretch out their arms wide, and spin very slowly, making a curvy pathway through the space.</p>	<p>Help the children to travel with really light footsteps, as they stretch out their arms, to show the round, curved shape of the Earth. They need move with control and make their own pathway, not bumping into anyone else.</p>	<p>Can the children respond to the gentle music, by moving slowly, with light footsteps?</p> <p>Can they maintain their wide, curved body shape?</p> <p>Can they spin slowly, with control and make their own pathway?</p>
<p><b>Sun</b></p> <p>The children imagine that they are the sun. They stand on their own in a space, feet still, bending and straightening their arms and fluttering their fingers, as though they are the Sun's rays.</p>	<p>Encourage the children to bend and straighten their arms with big, bold, steady movements. They need to make contrasting quick, light, fluttering movements with their fingers. Help them to really visualise the Sun and to stand up straight and confidently, with both feet firmly on the floor.</p>	<p>Can the children really illustrate the power and magnitude of the Sun?</p> <p>Are they able to stand in their space with their legs still, while only moving their arms and hands?</p>



<p><b>Sun and the Earth</b> The children join up with a partner. One of them is the Sun and the other is the Earth. Earth – moves around the Sun in a big circle, spinning gently and slowly, Sun – stands on the spot, with arms opening and closing and fingers fluttering, as the Sun's rays.</p>	<p>Encourage the children to work together and to really focus on what they are showing in their movements. What does the Sun look like?</p> <p>Think about how the Earth travels around it, suspended in space. In each pair, the person who is the Earth needs to be aware of their partner's position when spinning.</p>	<p>Can the children work together cooperatively?</p> <p>Are they able to show a clear difference between the Sun and the Moon in their movements?</p> <p>If they are the Earth, can they move with control and with light footsteps around their partner?</p>
<p><b>Floating in space</b> Working on their own in a space, the children imagine that they are astronauts floating in their spaceship. They first practise their floating movements on the spot, moving arms only, then legs only. They then take slow, graceful steps around their spaceship.</p>	<p>Encourage the children to only move their arms first, then legs, then both together. They need to really concentrate and listen to the instructions here. Help them to keep their balance, by looking straight ahead and moving with slow, - smooth movements.</p>	<p>Can the children really engage with the narrative - imagining what it is like to be weightless and are they able to show this in their controlled, floating movements?</p> <p>Can they take small, silent foot-steps around the space?</p>
<p><b>Shooting stars</b> The children move like a shooting star, zooming through the sky. First, they stand on the spot and spin one arm, then the other, then move both arms together. Next, still spinning their arms, they move quickly through the space, making a zig-zag pathway, as though they are the shooting star.</p>	<p>Encourage the children to spin just one arm to start with, then the other, then both together. They will need to listen carefully to respond to the presenter's instructions. Encourage them to keep spinning their arms with lots of energy, as they move quickly through the space.</p>	<p>Can the children make their own pathway, not following anyone else, and avoid bumping into each other?</p> <p>Can they move energetically and continue to spin their arms, whilst travelling through the space?</p>
<p><b>Supernovas</b> The children imagine that they are an exploding supernova. They start off crouched down on their own in a space, but when they hear the music, they leap up high and do big star jumps on the spot.</p>	<p>Encourage the children to start off by making a very small, curled up body shape, then jump as high as they can when they hear the music. They need to try and jump in time to the strong beat of the music.</p>	<p>Can the children leap up high, the moment they hear the fast, energetic music?</p> <p>Can they jump quickly on the spot, in time to the beat?</p>
<p><b>Supernovas and shooting stars</b> 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.  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 / 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>



**Cool down**

Children lie down and relax.

They take deep breaths and imagine that they are comfortably floating in mid air, as they travel in their spaceship, up towards the Moon.





## 2: Meet the aliens!



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dance session as an  
mp3 file*

In the second session the children continue their journey in the spaceship. They reach the moon and encounter aliens.

### Lesson summary:

**Warm up:** being a supernova. Working on your own and with a partner.

**Take-off to the moon:** working with a partner – showing the pointy nose and firey tail of the rocket, leaping up and making curvy pathways, reaching up high.

**Saturn and the rings of rock and ice:** working with a partner. Curved, outstretched arms and gentle swaying movements for Saturn, low to high swishing movements for the rings of rock and ice.

**Walking on the moon:** isolating arms and legs. Taking light steps around the space, as though on the surface of the moon. Adding an exaggerated jump to create a sequence.

**The aliens:** creating an alien, then exploring the interesting and unique way that it moves. Using a variety of body shapes and gestures to show this.

**Aliens / Astronauts:** putting the above movements together, to make a sequence, with group A and group B taking it in turns to move, then freeze.

**The escape:** working with a partner, using detailed hand movements, to pull levers and press buttons in the rocket.

**Blast off again:** working with a partner to show the fast and exciting homeward rocket journey.

**Cool down:** relaxing and taking deep breaths.

### Movement focus:

- **Body:** Tall and upright, crouched down and small, hands and feet
- **Action:** stepping in time, skipping, clapping, tapping, climbing
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space
- **Relationships:** working with a partner, working in a group of four



## Session 2 structure: Meet the aliens

Content	Guidance	Evaluation
<b>Warm up</b> The children warm up, by being an exploding supernova. They crouch down in a low, curled up shape, then when they hear the music, leap up and do big star jumps on the spot, throwing out their arms and legs.	Encourage the children to leap up high, with lots of energy. Help them to respond to the fast beat in the music and to jump in time. Make sure that they jump in a space of their own, not near anyone else.	Can the children jump with lots of energy, quickly bending and straightening their arms and legs?
<b>Warm up continued</b> The children continue to move as the supernova. They join up with a partner, then take it in turns to leap up high and do big star jumps.	Encourage the children to stand side by side, facing the front, and help them to be aware of their partner's position when they are jumping. They need to listen carefully to the presenter's instructions, so that they know when it is their turn.	Can the children work cooperatively with their partners, taking it in turns to jump?  Can they listen to the instructions and only move when the presenter tells them?  Can they jump up high and then return to their contrasting low, curled up shape?
<b>Take-off to the moon</b> The children continue to work with their partner. After they have put on their space suits and helmets, they imagine that they are the rocket, blasting off to the moon. They jump up and move quickly around the space.  Person in front - stretches out their hands together as the nose of the rocket. Person behind - flaps their hands, as though they are the firey tail.	Encourage the children to coordinate their movements and leap up at the same time for 'Blast off!' They need to stay very close together, and move with control around the space.  They should try to maintain their rocket shape and be clear about who is moving in front and who is behind.	Can the children stay with their partner, as they move around the space?  Can they move quickly, at the same speed, with the same sized steps and aking a curvy pathway?
<b>Saturn and its rings</b> Still working in pairs, one person depicts the planet Saturn, and the other shows its rings of rock and ice. Saturn makes a big round shape, holding curved arms out in front and swaying gently. The person who is the rings of rock and ice, swishes their arms up and down, from high to low, and spins around Saturn in a big circle	Help the children to really visualise what Saturn looks like.  Encourage them to think carefully about what they are showing and to really depict this confidently through their movements.  They need to be aware of their partner's position when they are spinning around them.	Can the person who is Saturn maintain their wide body shape and sway very gently from side to side?  Can the person who is the rings of rock and ice move with very light footsteps, swishing their arms up high, then low, as they move around their partner?





<p><b>Walking on the moon</b> Working on their own, the children take a walk on the moon. They step around the space, as though they are exploring. Next, they add a controlled jump, to make a sequence, which they repeat.</p>	<p>Encourage the children to move with control and smooth movements. Help them to step in time to the stepping sound effects.</p> <p>They need to listen carefully to the presenter's instructions and the music, so that they know when to jump.</p>	<p>Are the children able to move with slow, controlled movements around the space?</p> <p>Can they concentrate and jump at the right time, recognising this moment in the music?</p>
<p><b>The aliens</b> The children think about what an alien might look like. They then move around the space as this alien in a variety of interesting ways. The children move as their alien for a second time - a chance to really exaggerate the movement features.</p>	<p>Help the children to think carefully about what the alien might look like – it could have lots of wobbly legs, or hundreds of tentacles.</p> <p>How might they show the alien, in the way that they move? Do they wiggle their hands above their heads as tentacles? Do they crouch down low as they walk, or reach up high? Do jump or creep? Do they move slowly or quickly?</p>	<p>Can the children respond imaginatively to creating their own alien?</p> <p>Are they able to visualise it?</p> <p>Can they show an interesting and unique way that it might move, not copying anyone else?</p>
<p><b>Astronauts and aliens</b> The class divides into group A and group B. Group A are the- astro-nauts, taking big, floating steps, as they explore the moon. They freeze and then it is group B's turn to move around the space as the aliens. This sequence is repeated. The astronauts and aliens then meet each other unexpectedly and freeze with surprised expressions.</p>	<p>Help the children to improve upon their astronaut and alien movements – making them more confident and pronounced. Encourage them to listen carefully to the instructions and the music, so that they know when to freeze.</p>	<p>Can the children work together co-operatively in their groups?</p> <p>Are they able to use all the space?</p> <p>Can they clearly show the characters of the aliens and the astronauts, by the way that they move?</p> <p>Can make good facial expressions, to show how surprised they are to bump into each other.</p>
<p><b>The escape</b> The children work in pairs again. They imagine that they are back in their rocket, trying to escape from the aliens. They pull out all the levers and press every button that they can, to start the rocket. They reach up high and down low.</p>	<p>Help the children to be busy with their hands, pressing buttons and pulling levers. Encourage them to use precise, urgent movements and to make these faster, as the aliens approach. They need to reach up high and then down low and use all of the space around them - behind, to the side and in front - as they try the different levers.</p>	<p>Can the children work together, using fine hand movements?</p> <p>Are they able to move quickly with the urgent music?</p> <p>Are they able to show how the astro-nauts are feeling?</p>



<p><b>Blast off again</b> Still working in their pairs, the children blast off from the Moon in their rocket and travel back to Earth. The front person holds their arms out in front of them, as the pointy nose of the rocket and the back person flaps their arms behind them as the firey tail.</p>	<p>Encourage the children to stay as close together as they can and help them to really clearly show the shape of their rocket. They need to make their own pathway and use all the space.</p>	<p>Can the children stay even more close together than before, coordinating their movements, as they move together through the space?</p> <p>Can they make a very clear rocket shape?</p>
<p><b>Cool down</b> The children imagine that they are lying in bed, gazing up at the night sky. They stretch and yawn. They reflect upon their exciting journey to the moon.</p>		