



# Dance KS1: Let's Move

## The Elves and the Shoemaker



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

### 1: Smart new shoes

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### 2: The elves are discovered!

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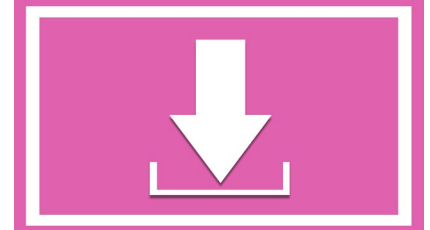
## Introduction

*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

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# The Elves and the Shoemaker

## 1: The smart new shoes



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

This is a two-session unit based on the famous fairy story of a poor, hard-working shoemaker and how two elves come to his assistance. The first session focuses on the old shoemaker - his quiet, solitary life and slow, sombre movements.

### Lesson summary:

**Warm up:** children imagine putting on a favourite pair of shoes; then they stand up and move around their space, swinging arms as they go.

**At the shoe shop:** the children imagine trying on two pairs of shoes - the first pair is very uncomfortable and hurt the feet; the second pair is just right.

**The old shoemaker:** the children imagine being the old shoemaker of the story. They move through cold, dark streets, shuffling along with the aid of a walking stick.

**Cutting the leather:** the children imagine being the shoemaker as he makes a pair of shoes. They begin by using their fingers as a pretend pair of scissors to cut out two pieces of leather for the new shoes.

**Stitching and nailing the shoes:** the movement continues with two further sequences requiring clear, precise hand movements.

**The shoemaker goes to bed:** the shoemaker leaves his task for the evening and shuffles through the spaces once again on his way to bed.

**The shoemaker's surprise:** in a brief sequence the children convey the delight and surprise of the shoemaker when he comes down the following morning to discover that someone has made a new pair of shoes for him.

**The Elves in the shoe shop:** working in pairs the children move through the shoe shop as the two Elves; they are tiny and the furniture in the shop seems enormous...they must also listen out for the shoemaker's cat!

**Cool down:** taking some deep breaths, down on the floor, while considering some of the things that have happened in today's story.

### Movement focus:

- **Body:** contrasting heights; contrasting micro and macro movements - hand detail for sewing and nailing; showing surprise on faces
- **Action:** slow, shuffling steps contrasting with happy skipping; tip-toeing through spaces
- **Dynamics:** contrasts in speed, contrasts in height; contrast in size of movement
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** working alone and at the end with a partner, leading and following



## Session 1 structure: Smart new shoes

Content	Guidance	Evaluation
<p><b>Warm up</b> Children warm up by putting on a favourite pair of shoes.</p> <p>They wriggle a foot into the first shoe. Bend knees and stretch over to put on the other shoes.</p> <p>Then children stand up and walk through the spaces, swinging arms as they go.</p>	<p>Make sure that everyone is quiet and settled and sitting in their own space to begin.</p> <p>Listen carefully yourself and be ready to re-inforce the instructions heard in the programme - for example, the instruction for the children to get on their feet to move round.</p>	<p>Are the children able to listen carefully and maintain concentration?</p> <p>Do they convey the movement of putting shoes on accurately?</p> <p>Do they move through the spaces as requested, maintaining an awareness of everyone else's presence?</p>
<p><b>At the shoe shop</b> Children imagine their steps take them to a shoe shop. They try on a shiny pair of shoes in the shop. But the shoes are too tight and when the children walk through the spaces once again, they show how uncomfortable the shoes are.</p> <p>Then the children try another pair of shoes - a pair that fit perfectly. They show off the comfortable new shoes by skipping through the spaces.</p>	<p>This sequence encourages a clear contrast between 'slow and uncomfortable' and 'quick and comfortable' - so encourage movements that display a clear contrast between the two.</p> <p>Make sure that children are conscious of everyone else as they move - making sure they steer clear of possible collisions.</p>	<p>Are the children able to convey how uncomfortable the first pair of shoes is?</p> <p>Are they able to convey how comfortable the second pair is?</p> <p>Do they convey a real contrast between the two?</p> <p>Are they aware of their peers as they move through the spaces and making sure they steer clear of possible collisions?</p>
<p><b>The old shoemaker</b> Nat tells the first part of the story - once upon a time a poor- shoemaker lives alone, trying to make a living.</p> <p>The children imagine being the shoemaker moving through the cold, dark streets. They shuffle along using a walking stick, tapping to find the way.</p>	<p>The sequence encourages the children to empathise with the old shoemaker - his difficulty in moving, his difficulty in seeing. The children should respond to the slow tempo and sad mood of the music.</p>	<p>Do the children show their empathy for the shoemaker through their actions?</p> <p>Can they respond to the mood and tempo of the music?</p> <p>Do they convey the difficult movements of the shoemaker as he shuffles along?</p>
<p><b>Cutting the leather</b> When he gets home, the shoemaker sets to work on a pair of shoes - cutting the leather, sewing and then nailing with a small hammer.</p> <p>Where they are sitting, the children become the shoemaker: they use their fingers as imaginary scissors as they cut out two pieces of leather for the new shoes.</p>	<p>The movement requires careful attention to detail. The children need to sit in their own space and listen carefully for the instructions to 'snip', showing the detail of the movement with small, precise actions.</p>	<p>Do the children sit quietly, ready to listen to the next section of the story?</p> <p>Can they use their fingers carefully to show the detail of the scissor movement?</p> <p>Are they listening carefully for the instructions, so that they move in time with everyone else?</p>



<p><b>Stitching and nailing the shoes</b> The children continue the shoe-making sequence by sewing the leather and then nailing the soles. The sewing needs careful stitches; the nailing light tapping, in time with the music.</p>	<p>The children need to be listening carefully to hear the quality of movement they need to convey. These are two short sequences that follow quickly one after the other. The music for the nailing has a clear steady beat for the children to respond to.</p>	<p>Do the children listen carefully to hear the quality of movement they need to convey?</p> <p>Do they respond to the tone of the narrative and also the tempo and mood of the music as they move?</p>
<p><b>The shoemaker goes to bed</b> The shoemaker is tired; he leaves his tools and materials on his work bench and moves slowly as he goes to bed.</p> <p>The children get on their feet to be the shoemaker as he makes his way to bed. They use their walking sticks again as the tired shoemaker shuffles through the spaces on his way to bed.</p>	<p>Prior to the sequence the children have been seated making small, precise hand movements. This may feel to them like an opportunity to let off some steam...but they will need to maintain the slow and sombre control necessary to continue as the shoemaker as he moves to his bed. Slow, shuffling steps once again, using walking sticks to find a path through the spaces.</p>	<p>Do the children maintain the mood of the narrative?</p> <p>Are they able to remain focussed on the slow, sombre movements of the old shoemaker?</p> <p>Does the group as a whole maintain a sense of control?</p>
<p><b>The shoemaker's surprise!</b> When the shoemaker comes down the following morning, he can hardly believe his eyes - a fantastic pair of new shoes are sitting on his work bench!</p> <p>The children use their faces to convey the shoemaker's surprise.</p>	<p>The children need to listen carefully, ready to respond to the music. You may wish to pause the programme immediately after the music for surprised faces so that everyone gets another chance to show their surprise and perhaps demonstrate their gestures to everyone else.</p>	<p>Are the children listening carefully and do they respond to the music at the right time with the correct facial gesture?</p> <p>Are they able to convey a sense of contrast in the narrative - the shoemaker's delight and surprise contrasting with his sombre, shuffling movements?</p>
<p><b>The elves in the shoe shop</b> The shoemaker sells the shoes and now has enough money to buy more materials. Working in pairs - as A and B - the children move through the shoe shop as the two elves. They tip-toe through the furniture, watching out for the shoemaker's cat. Then pairs change so that both have a chance to lead.</p>	<p>Pause the programme so that all the children can get into pairs. The children need to think about making themselves very small... so that everything in the shoe shop looks really enormous to them. There are instructions during the music sequence for the children to respond to first time round - but not the second.</p>	<p>Do the children enjoy working in their pairs and maintain a strong sense of moving together?</p> <p>Do they listen carefully for the instructions and respond appropriately?</p> <p>Are they able to continue responding to each other in the repeat music sequence when their are no instructions?</p>
<p><b>Cool down</b> Deep breaths, down on the floor.</p>	<p>A chance for the children to calm down ready to leave.</p>	





## 2: The elves are discovered!



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In the second session the focus is on working in pairs as the elves to create a new pair of shoes for the shoemaker - showing how the elves work together to manipulate the shoemaker's tools. At the end the shoemaker discovers what has been happening...and sets about rewarding the elves.

### Lesson summary:

**Warm up:** controlled stretches on tip-toe, with arms above head and then down to the side.

The old shoemaker: moving as the old shoemaker once again (as last time) but stopping at intervals to demonstrate the shoemaker's sense of bewilderment.

**Cutting leather for the giant pair of shoes:** children work in pairs as the elves to make the new pair of shoes - which to them are giant. They begin by cutting the leather.

**Sewing leather for the giant pair of shoes:** next, still working in pairs, the children make slow, stitching actions in unison.

**Hammering and nailing the giant pair of shoes:** still working in pairs, one child uses an imaginary hammer while the other holds an imaginary nail. They show how the imaginary nail slowly 'goes in' to the sole of the shoe.

**Scurrying away from the cat:** the shoemaker's cat is about to pounce and children have to scurry away and find a place to hide.

**The shoemaker discovers the elves:** the children work on their own to show the shoemaker's reactions when he sees the two elves for the first time.

**The new suits of clothes:** the children become the elves again, getting dressed in their new suit of clothes and then skipping around the space to show how happy they are.

**Cool down:** deep breaths down on the floor, while thinking about how the story might end.

### Movement focus:

- **Body:** contrasting heights; contrasting levels; whole-body movements contrasting with isolations - eg face
- **Action:** slow, shuffling steps contrasting with happy skipping; tip-toeing through spaces
- **Dynamics:** contrasts in speed, contrasts in height; contrast in size of movement, working in unison
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** focus on working with a partner, closely following each other's movements



## Session 2 structure: The elves are discovered!

Content	Guidance	Evaluation
<b>Warm up</b> Stretching up with arms above head...then bringing arms down to the sides...in time with the music.	The class needs to be standing in a space of their own, listening carefully and ready to move when invited	Do the children respond to the instructions?  Can they maintain balance and control as they stretch?
<b>The old shoemaker</b> Two new pairs of shoes have been made for the shoemaker - now he has enough money to buy leather for many new pairs. The children move as the old shoemaker once again, using a stick to feel for a pathway through the spaces. They stop at intervals to display a sense of wonder at what has happened..	The children need to remember their movements for the shoe-maker from last time - slow, shuffling steps in time with the sombre music...and small movements with an imaginary stick, while feeling for a pathway through the spaces. There are instructions to respond to during the music - help to reinforce these with your own actions.	Do the children quickly remember the mood and dynamic of moving as the old shoemaker from last time?  Do they respond to the mood of the music?  Do they pause when instructed to do so in order to show their puzzled expressions?  Can they convey the sense of bewilderment experienced by the shoemaker?
<b>Cutting leather for the giant pair of shoes</b> Children work in pairs as the two elves as they make a pair of shoes - because they are so small everything on the work bench is enormous for them!	Pause the programme when invited to do so in order for children to get into pairs. The movements are: i) they stand facing each other, then pretend to carry a huge piece of leather to a new space ii) they stand side by side, with hands clasped as fists and move fists towards each other rhythmically iii) they step towards each other, maintaining the same rhythmic swinging of fists - in time with the music.	Can children work together in pairs and show co-operation?  Do they move together and take account of each other as they move?  Can they synchronise their actions when moving as the scissors cutting the leather?  Can they maintain a sense of rhythm and control throughout?
<b>Sewing leather for the giant pair of shoes</b> Children stand side by side in their pairs and sew together with an imaginary needle. They stretch up and then reach low, making large 'S' shapes in the air as they stitch the two pieces of leather together.	The children need to listen carefully to the instructions.  They practise first, then move with the music.  The children should try to demonstrate a high degree of synchronicity, moving in unison as they both stitch and move carefully along their pathway.	As above - how do the children move together?  Do they take account of each other as they move?  Can they maintain a strong sense of rhythm and control?



<p><b>Scurrying away from the cat!</b> The children remain in their pairs. While they've been working, Thomas - the shoemaker's cat - has been creeping up on them and is ready to pounce! The children as elves scurry away</p>	<p>The sequence starts with the sound of Thomas and the children scurry away.</p> <p>They hide behind a chair or table leg...but when they hear Thomas 'Meow' again, they know they've been seen and must scurry on again.</p> <p>The tempo is quick, so you'll need to listen carefully to ensure that everyone is aware of when to scurry and when to hide.</p>	<p>Can the children move in time with the music, scurrying when they need to and hiding when they need to?</p> <p>Can they convey the excitement of the situation without losing control?</p>
<p><b>The shoemaker discovers the elves!</b> The shoemaker decides the only way to find out what is happening is to stay up all night and watch. When he sees the two elves, he reacts with amazement... Pairs split apart and children work on their own to show how the shoemaker reacts when he sees the elves making shoes for him.</p>	<p>The suggestions within the programme for how the shoe-maker might react are:</p> <ul style="list-style-type: none"> <li>- clapping excitedly</li> <li>- creeping towards them to take a closer look</li> <li>- laughing silently so that his whole body shakes</li> </ul> <p>The children will need to react instantly to the music, so you may wish to pause briefly so that everyone is clear on what they will show.</p>	<p>Are the children able to think of a suitable expression for the shoe-maker?</p> <p>Do they show one of the programme suggestions - or one of their own?</p> <p>Can they react quickly to the music?</p>
<p><b>The new suits of clothes</b> The shoemaker determines the only way to say thank you is to make new suits of clothes for the two elves.</p> <p>Children dress in the new clothes as one of the elves...then skip around the space to show them off.</p>	<p>The children start by putting on the trousers...then the jacket... and finally bend low to put on the new shoes.</p> <p>When everyone has dressed, they skip around the space to show off the new clothes.</p>	<p>Can the children convey clearly the actions for putting on clothes?</p> <p>Do they skip carefully through the spaces, avoiding any danger of collision, and show how happy they are as one of the elves in new clothes?</p>
<p><b>Cool down</b> Deep breaths down on the floor... and considering how the story might end - do the elves continue to help the shoemaker...or is their work done now...so that they go to help someone else?</p>	<p>A chance for everyone to calm down again before returning to the classroom.</p>	