



Dance KS1: Let's Move

The Smartest Giant in Town



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

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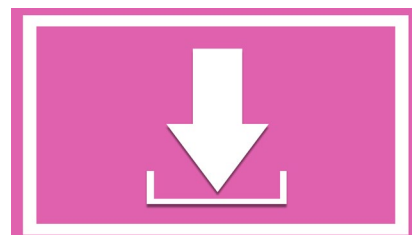
Introduction

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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The Smartest Giant in Town

1: The smart new clothes



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This is a unit of three sessions based on the story of *The Smartest Giant in Town* by Julia Donaldson. In this first session the children follow the adventures of the amiable giant, George, who buys himself some smart new clothes.

Lesson summary:

Warm up: skipping around the space, freezing in a small, curled up mouse shape, skipping again, then freezing in a tall, giant shape.

Walking as George the giant: taking large, heavy steps, walking tall.

George's happy jig: kicking out legs and hopping from one foot to another.

The sad giraffe: taking stiff, straight-legged steps on tip-toes. Reaching one arm up high, then down low (as though this is the giraffe's long neck).

Wrapping a scarf around the giraffe: working in pairs. One person is the giraffe, the other is George, skipping quickly around them in a circle.

A jig and a skip: building upon the jigging sequence. Alternating between jigging on the spot – hands on hips, kicking out legs and hopping from one foot to another - and skipping around the space, making a curvy pathway.

The sail blows gently: swaying gently, arms outstretched, backwards and forwards on the spot.

The sail blows away in the storm: repeating the swaying action above, but moving more and more vigorously; then moving off quickly around the room, rising and dipping, as though being carried by the wind.

A jig, a skip and a clap: building upon the jigging sequence. First jigging - hands on hips, kicking out legs and hopping from one foot to another, then skipping - making a curvy pathway, then clapping - in time to the music.

Cool down: relaxing and taking deep breaths.

Movement focus:

- **Body:** contrasting heights; crouching down low, stretched up high, stretched out wide, shoulders, head, hands, arms, feet and faces, upper body
- **Action:** swaying, skipping, kicking out legs, clapping, slow, graceful movements, walking in time, dipping down low, reaching up high
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space, making a curvy pathway, increasing speed when moving around the space, skipping in small circles
- **Relationships:** working alone and with a partner



Session 1 structure: The smartest giant in town

Content	Guidance	Evaluation
The children warm up, skipping around the space, then freezing in a curled up mouse shape. They repeat this, then freeze in a tall, stretched shape, as though they are an enormous giant.	Encourage the children to skip with light footsteps, making their own pathway around the space. They need to be able to hold their frozen shape as still as they can.	<p>Can the children show the character of the mouse, in their small, curled up shape?</p> <p>Can they make their bodies tall and imposing to show the character of the giant?</p> <p>Are they able to show a clear contrast between these two very different body shapes?</p>
After they have put on their old sandals and gown, the children walk around the space, taking big giant's steps. They repeat this, hanging their heads low, with sad expressions.	Encourage everyone to listen to the beat in the music and step in time, using all of the space. They need to make their bodies less imposing this time: eyes looking down to the ground, shoulders hunched, to show how fed up they are.	<p>Can they move with control and maintain a consistent rhythm as they step in time to the music?</p> <p>Are they able to engage with the narrative and show how sad and fed up George the giant is feeling?</p>
After they have put on their smart new clothes, the children do a lively jig on the spot, to show how happy George is feeling.	Make sure the children are standing in a space of their own, not near anyone else. They need to keep their hands firmly on their hips as they dance. Encourage them to hop lightly from one leg to the other as they kick out their legs and to hold their heads up high.	<p>Can the children dance energetically to the lively, happy music?</p> <p>Are they able to dance and kick out their legs in time and maintaining this rhythm?</p> <p>Are they wearing a happy expression as they dance?</p>
The children imagine that they are a giraffe. They stretch one arm high above their heads, then move around the space on tip-toes, with stiff, straight legs. They repeat this, stretching up high to eat the leaves on the trees, then down low to sniff the ground.	<p>Encourage the children to keep their arms stretched high above their heads, swaying them gently as they walk.</p> <p>They need to stretch up really high to reach the leaves and down low to sniff the ground.</p>	<p>Can the children show the character of the giraffe?</p> <p>Are they able to give a sense of how tall he is?</p> <p>Can they take small, light steps, in time to the music?</p>
The children join up with a partner. One of them is the giraffe and the other is George the giant. The person who is the giraffe stands still in the middle with one arm stretched above their head. The person who is George skips round and round the giraffe with big, happy steps, as though they are winding the scarf around him. They repeat this sequence, swapping roles.	<p>In each pair, the person who is the giraffe needs to be aware of their partner's position when they are dancing around them.</p> <p>The person who is the giant needs to skip in time to the music, with lots of energy.</p>	<p>Can the children work together co-operatively?</p> <p>Are they able to show the characters of George the giant and the giraffe?</p> <p>Can the person who is skipping do this in a controlled way, making a small circle around their partner?</p>



Working on their own again, the children skip around the space, do their happy jig, then skip again, then repeat their happy jig.	Encourage the children to really concentrate and listen to the presenter's instructions here, so that they know when to skip and when to do their happy jig. They need to keep their bodies straight when they jig and keep their heads up. Encourage them to kick their legs out straight in front of them.	Can the children skip and do their jigs in time to the music? Are they able to respond quickly to the instructions, and change their steps when they are told?
The children imagine they are the sail on the little goat's boat. They first make their bodies as wide as they can as the sail, then sway gently, backwards and forwards, as though they are moving slowly in the wind.	The children need to move with control – swaying really gently. They should keep their arms outstretched and legs a little apart, transferring their weight from one leg to another.	Can the children respond to the soft and gentle music, swaying with slow, smooth movements? Are they able to keep their balance as they sway?
The children continue to imagine that they are the sail on the little goat's boat. As the music becomes more agitated, they sway more and more, until they blow away in the storm. They move around the room, as though they are flying through the air.	Encourage the children to really listen to the change in the music and to sway their bodies more and more, until they 'blow away.' As they fly around the space, they need to keep their arms outstretched and make a curvy pathway. Encourage them to stretch up high and reach down low as they are carried by the wind.	Can the children really listen to the change in the music and the presenter's instructions, so that they know when to move more quickly around the space? Can they make their movements initially relaxed and fluid, then more vigorous as the storm grows?
The children do their happy jig again, as though they are George, the giant. This time, they add clapping to the sequence. They now skip, do their jig and clap.	Encourage the children to skip using all the space, do their jig and clap in time to the music. They need do this with lots of energy and to really listen to the beat so that they stay in time.	Can the children make a smooth and quick transition, as they move from skipping, to jigging, then clapping? Can they maintain their energetic dancing? Are they able to listen well to the presenter's instructions?
The children lie down and relax. They imagine that they are George, lying in the sun on a lovely warm day. They stretch out their arms, wiggle their fingers, stretch out their legs and wiggle their toes.		



2: George helps out



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dance session as an
mp3 file*

In this second session of the unit George, the giant, meets some more animals in need of his help.

Lesson summary:

Warm up: skipping around the space, then freezing in a wide, stretched shape.

Scurrying mouse: learning a short, repeated movement pattern – scurrying, then stopping to sniff the air, then scurrying again.

Flames rising: rising up on the spot and swaying from side to side, as the flames growing around the mouse's house.

The fire grows worse: moving around the space as the fierce flames, using fast, swirling movements, changing direction quickly.

Scurrying mice / flames rising: putting together the above mouse and flames sequences. The class divides into two groups, taking it in turns to move, then freeze.

George hops: hopping around the space, making a curvy pathway.

The fox jumps over the puddles: skipping, then stopping when the music changes and leaping high over a puddle.

The fox jumps in his sleeping bag: jumping, feet together, holding hands up to ears, as though holding the sleeping bag.

George does a jig: practising the jig from last time, hands on hips, kicking out legs and hopping from one foot to another.

A skip and a jig in pairs: joining up with a partner. Skipping around the space, giant leading, then doing a happy jig together.

Cool down: relaxing and taking deep breathes.

Movement focus:

- **Body:** contrasting heights; crouching down small, stretching up high, stretching out wide, faces, arms, legs, hands and feet
- **Action:** jumping - feet together, kicking out legs, hopping, skipping, leaping, swaying, scurrying, growing, turning; slow, graceful movements, fast swirling movements
- **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: George helps out

Content	Guidance	Evaluation
The children warm up by skipping around the space. When the music stops, they freeze, making their bodies as wide as they can.	Encourage the children to skip in time to the music and listen carefully, so that they know when to stop and freeze.	Can the children skip with lots of energy? When the music stops, are they able to hold their frozen positions – as still as they can? Can they change the shape of their bodies to make them really wide?
The children imagine that they are a little mouse. They move around the space on tip-toes, with quick, light footsteps. When the presenter tells them, they stop and look quickly from side to side and sniff the air. They repeat this sequence, but this time, sniff the air and scurry more anxiously – they can smell smoke!	Encourage the children to hunch their shoulders a little and hold their hands in front of them, bending their fingers like claws. They need to listen carefully, so that they know when to stop and sniff the air.	Can the children engage with the narrative and really show the character of the little mouse? Are they able to listen carefully to the instructions? Can they build their scurrying and sniffing sequence and do this without the presenter telling them what to do?
Working on their own in a space, the children show the flames rising up from the mouse's house. They start off crouched down small, then stand up slowly and sway from side to side as though the flames are getting bigger and bigger.	Encourage the children to stay in their own space. They need to start off as small as they can, but really stretch up high, reaching their arms upwards and lifting up their heads as the flames grow. It is useful if they have both feet firmly on the ground when they are swaying, so that they can keep their balance.	Can the children work independently as they show the flames rising? Are they able to move slowly and with control as they stand up and stretch?
The flames are now covering the whole house! The children stretch their arms up high and make big, swirling movements. They move around the space as the flames, making a curvy pathway, with light footsteps.	Help the children to really think about what the flames look like. Encourage them to maintain their big, smooth swirling movements as they step lightly through the space. Help them move in an imaginative way – rising and falling, twisting and turning and changing direction quickly as the fire grows in intensity.	Can the children make their swirling flame movements bigger than last time? Are they able to show how the fire grows and the flames engulf the house? Can they sway with smooth, bold movements? Are they able to change direction quickly, not bumping into anyone else?



<p>The class divides down the middle into two groups – group A and group B. Group A move first – they are the worried mice, scuttling and sniffing and feeling frightened, because their house is on fire. Group B moves next – they are the flames, swirling around the house. Groups A and B take it in turns to move then freeze.</p>	<p>Encourage the children to work with the other members of their group and use the whole pace when it is their turn.</p> <p>They need to be able to hold their freeze as still as they can while the other group moves around them.</p>	<p>Are the children able to listen carefully to the instructions and the changes in the music, so that they know when it is their turn?</p> <p>Can they work co-operatively with the other members of their large group?</p> <p>Are they able to move confidently through the space, clearly showing the characters of the little mice, and the fearsome, swirling flames?</p>
<p>The children imagine that they are George, feeling very pleased with himself. He now has to hop, as he has given away one of his shoes to the mice.</p>	<p>Encourage the children to hop in time to the music and make their own curvy pathway through the space. If they get tired, they can swap legs!</p>	<p>Can the children hop in time to the music?</p> <p>Are they able to maintain their rhythm?</p> <p>Can they show the character of George and how happy he is?</p> <p>Are they able to make their own pathway, not following anyone else?</p>
<p>The children skip around the space as though they are the fox. When they reach a puddle, they jump over it.</p>	<p>Help the children to listen to the change in the music and the presenter's instructions, especially when it is time to get ready to jump. Here, they need to make sure that they are in a space of their own and bend their knees! Encourage them to wait, then all jump at the same time when they hear the big chord in the music.</p>	<p>Can the children lift up their feet, when they skip?</p> <p>Can they stop quickly when they are instructed to?</p> <p>Are they able to reach up high and jump with lots of energy and both feet together?</p>
<p>After they have wiggled into their new sleeping bag, the children jump, both feet together, around the space, as though they are the fox, jumping happily.</p>	<p>The children need to hold their hands right up to their ears, as though they are pulling up the sleeping bag. They should jump with both feet together, not following anyone else.</p>	<p>Can they jump, feet together, in time to the strong beat of the music?</p> <p>Are they able to use all of the space?</p> <p>Are they engaging with the narrative of the story?</p>
<p>The children do their jig from last time, as though they are a very happy George. They put their hands on their hips and kick out their legs whilst hopping from one foot to the other.</p>	<p>Encourage the children to kick in time to the fast music. They need to keep their hands on their hips and hold their heads up high.</p>	<p>Can the children kick out in front of them with straight legs?</p> <p>Are they able to maintain their fast rhythm and kick and hop in time to the music?</p> <p>Can they show how happy George is?</p>



<p>The children work in pairs. One person is George, the giant and the other is an animal chosen from today's story – either the mouse, or the fox. They skip around the space together, the giant leading the way and the mouse or fox following behind. Then they face each other and do their happy jig.</p>	<p>Encourage the children to work co-operatively together and help them to think about the different ways in which the giant and their chosen animal will move, for example, using heavy or light footsteps, stretching up tall, crouching down low. The person who is following needs to stay very close to their leader and move at the same pace.</p>	<p>Can the children work together and show clearly in their movements and gestures who they are?</p> <p>Are they able to stay close together as they move around the space?</p>
<p>The children lie down in a space and relax, taking slow, deep breaths. They imagine that they are George, lying in the sun.</p>		



3: A present from the animals



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In this third session of the unit George, the giant, meets some more animals in need of his help.

Lesson summary:

Warm up: hopping energetically around the space as George, who is wearing just one sock.

The dog crosses the bog: taking slow, heavy steps through the thick bog. Making these even slower, as the mud rises.

The dog balances on George's belt: wobbly balancing steps, making a straight pathway, arms outstretched across the belt.

George hops sadly: slow hopping, with hunched shoulders and dejected expressions.

George wraps his scarf around the giraffe: working in pairs, building upon the sequence learnt in episode one, but this time with the giraffe jumping up and down on the spot.

The mouse and the flames: working in pairs, building upon the sequence learnt in episode one, this time dancing without the instructions and listening carefully for the changes in the music.

Fox jumps over a puddle: building upon the sequence learnt earlier in today's programme. This time, leaping without the help of the presenter.

A happy jig and spin: working in pairs, jiggling together, then holding hands and spinning on the spot.

Cool down: relaxing and taking deep breathes.

Movement focus:

- **Body:** contrasting heights; crouching down small, stretching up high, faces, arms, legs, hands and feet
- **Action:** kicking out legs, balancing, dragging heavy feet, hopping, skipping, leaping, swaying, scurrying, slow, graceful movements
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own curvy pathway
- **Relationships:** working alone and with a partner, leading and following, working in a larger group

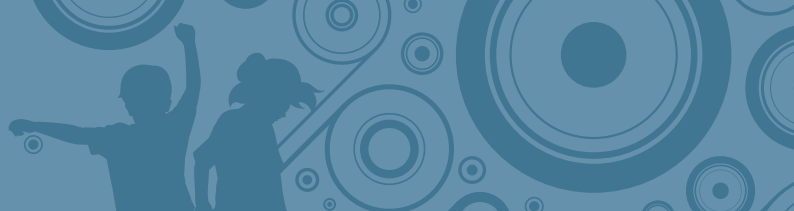


Session 3 structure: A present from the animals

Content	Guidance	Evaluation
The children warm up. They remember how George the giant gave away one of his socks to a fox who needed it for a sleeping bag. They hop around the space as though they are George.	The children need to hop around the space with lots of energy, making their own pathway. If they get tired, they can change feet!	Can they work independently, not following anyone else? Are they able to use the whole space? Can they hop in time to the music?
Children imagine that they are the dog, trying to step across the bog. They hold up their curled hands in front of them, as though they are their paws, pant, then take slow, heavy footsteps in time to the music. They repeat this, imagining that the mud is now even deeper – up to their knees!	Encourage the children to make their footsteps as slow and heavy as possible. They need to use lots of control and lift their legs and feet slowly as though they are really struggling in the sticky mud. When they repeat this sequence, they need to make their steps even more slow and laboured.	Are the children able to show how sticky the mud is with their heavy footsteps? Can they show how it gets deeper and stickier still? Do they have good expressions on their faces, showing how difficult it is to walk?
The children continue to move around the space, as though they are the dog. This time, they imagine that they are tip-toeing across the belt, which is stretched across the bog.	The children need to keep their arms stretched out to their sides as though they are trying to balance as they walk across the belt. Encourage them to take small, wobbly balancing footsteps. They need to walk in a very straight line and imagine that they can see the belt lying across the bog in front of them.	Are the children able to really engage with the narrative, imagining that they are the dog and that the belt is lying across the bog in front of them? Are they able to demonstrate this in their slow, wobbly steps? Can they look down at their feet, as though they can really see the belt?
Poor George! Now he doesn't have a belt, his trousers have fallen down! The children imagine that they are George and hop back to the shop to get some more clothes. They hop slowly this time, as they are shivering with cold.	Encourage the children to hop in time to the new, slow beat of the music. They could also shiver a little with the cold and cross their arms, hugging themselves quickly to try and warm up. They can show how cold and fed up they are, by lowering their heads, hunching their shoulders a little and by the sad expressions on their faces.	Are the children able to hop in time to the music? Can they move with control, not touching anyone else? Are they able to show how sad and cold the giant is feeling?



<p>The children get into pairs. They remember the first creature that George met on his walk. It was the giraffe! One person is the giraffe and the other is George, skipping around in a circle and wrapping the scarf around the giraffe to keep him warm.</p>	<p>The person who is George needs to be very aware of their partner's position as they skip around them in a small circle. The person who is the giraffe needs to jump up and down energetically on the spot, with one arm raised above their head as their long neck.</p>	<p>Can the children remember this sequence?</p> <p>Are the giraffes able to jump up and down in time to the music whilst holding up their arms?</p> <p>Can they jump and skip with lots of energy?</p>
<p>In their pairs, the children remember the next creature that Georg helped. It was the goat, whose sail blew away in a storm. Now they make a big sail together – even bigger than last time. They sway gently, then fly around the room together – with small light footsteps, as though they are being carried along in the wind.</p>	<p>The children need to stand back to back to start with, with outstretched arms and feet apart. Encourage them to make their bodies as wide as they can. They need to listen carefully to the instructions and the music, so that they know when to start swaying more roughly, then when to take off and move around the space.</p>	<p>Are they able to work co-operatively together to create an interesting sequence, which progresses from slow, gentle movements, to faster, bolder movements?</p>
<p>Still working with their partners, the children now remember the next animal that George met. It was the mouse, whose house had caught fire. One person in the pair is the mouse, scuttling around in a worried way, and the other person is the flames, darting around the house. The children take it in turns to do this and freeze when their section of music stops. This time, they do this without the presenter's help.</p>	<p>The children need to really listen to the changes in the music and only move when it is their turn, as this time, the presenter is not helping them. The children who are mice should hunch their bodies up small and scuttle in time, with small, quick footsteps. The flames need to move freely around the room, twisting and turning and swaying their raised arms from side to side.</p>	<p>Are they able to work co-operatively in their pairs?</p> <p>Now that they do not have the presenter helping them, are they able to respond quickly to the changes in the music and move only when it is their turn?</p> <p>Can they move confidently to clearly show the scuttling mice and the swirling flames?</p>
<p>The children remember the next creature that George met. It was the fox! Working on their own, they skip around the space, then, when the music changes, they jump over a puddle. The presenter helps them the first time, but then they have to do it without her help and just be guided by the music.</p>	<p>Encourage the children to jump even higher and further than last time! They need to wait, get ready and be very controlled before they jump.</p> <p>They should jump with both feet together. They need to listen carefully to the change in the music and the big jumping chord, so that they know when to do this.</p>	<p>Can the children jump at exactly the right moment in the music?</p> <p>Are they able to move quickly and smoothly from the skipping to the jumping sequence?</p> <p>Are they able to maintain their concentration after they have jumped and skip again?</p>



<p>The giant has found his old clothes again and he is very happy! Working with their partner, the children do their happy jig. One of them is George and the other is one of the animals that he has met in the story. The children do their happy jig together, then, holding hands, spin on the spot.</p>	<p>The children need to remember to face each other, but stand far enough apart, so that they have space to kick out their legs. Encourage them to hop and kick in time to the music and with each other. They need to join hands and spin around in a controlled way.</p>	<p>Can the children dance with lots of energy, with joyful expressions, to show how happy they are?</p> <p>Are they able to stay in their own space when they are kicking and spinning with each other?</p> <p>Can they move quickly and smoothly, from the kicking and hopping to the spinning sequence?</p> <p>Are they listening to the music and to the presenter?</p>
<p>The children lie down in a space. They imagine that they are George, lying in his cosy bed. They take deep breaths and relax.</p>		