

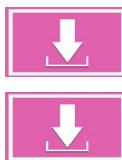
Dance KS1: Let's Move Time



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

1: Tick-tock

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2: Time and chime

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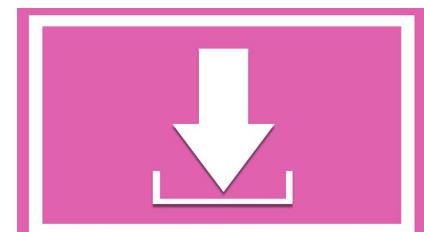
Introduction

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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Time

1: Tick-tock



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

In the first session the children explore the concept of 'Time'. They respond to ticking sounds, use their arms like the hands of a clock and travel around in circles (introducing the concept of clockwise and anti-clockwise).

Lesson summary:

Warm up: Using different parts of the body to perform a 'ticking' motion. These are percussive, isolated actions.

Ticking with a partner: Repeat the ticking actions, working with a partner and copying their actions.

Hands of the clock: Stretching arms to reproduce the position of the clock hands for 12 o'clock, 3 o'clock, 6 o'clock and 9 o'clock.

Travelling in circles: Exploring different methods of travel (skipping, marching, jumping and tip toe) and to introduce the idea of clockwise and anti-clockwise.

Travelling around a partner: One person repeats their ticking movement and the other travels around them in a circle.

Consolidation: All areas previously covered are combined and re-visited with greater opportunity for the children to input their own ideas – deciding how they move around in circles, what ticking actions they will show and what they might be doing at different times of day.

Cool down: Lying down, ticking actions using small body parts, eg feet and fingers.

Movement focus:

Body: Isolated body parts, accuracy and control, miming everyday actions.

Action: Swinging, stretching, different methods of travel, stillness,

Dynamics: Sharp, sudden for the ticking, strong marching and jumping; lighter for tip toe.

Space: Circles, air patterns and pathways, levels.

Relationships: Copying a partner, working alone

Session 1 structure: Tick-tock

Content	Guidance	Evaluation
<p>Warm up The children warm up by articulating different body parts - head, shoulders, hips, feet - to the sound of a ticking clock.</p>	Encourage them to fully extend their action. Allow for variation: eg some may shrug both shoulders; others may alternate from one shoulder to the other.	Do the children move in time with the sound? Are their actions clear and sharp and as big as possible?
<p>Ticking with a partner Working with a partner, the children choose which part of their body they will tick.</p>	Encourage the children to stand upright, stretch out to their fingertips and to keep both arms as straight as they can.	Is the positioning of 12 and 6 o'clock accurate? For 3 and 9 o'clock, is one arm stretched up and the other out to the side?
<p>Travelling in circles Skipping, marching, jumping and tip toe around in a circle.</p>	Ensure that the children alternate direction with each change of travel to encourage the concept of clockwise and anticlockwise.	Do the children alternate between clockwise and anticlockwise? Do they perform each action with ease? Can they vary the dynamic (eg strong for marching and light for tip toe)?
<p>Travelling around a partner One person ticks and the other travels in a circle.</p>	Use all the different movements you have been practising, skipping, hopping or jumping – if you are travelling and moving different body parts if you are ticking.	Can the children perform a contrasting action to their partner? Are they able to move around in a space of their own? Can they work together cooperatively? Are they able to swap roles quickly?
<p>Consolidation The children perform all of the previous work – the ticking actions, moving in circles, and showing the hands of the clock. They mime actions for the different times.</p>	Prompt less confident children with visual cues - eg ticking actions could be done with fingers moving side to side. Encourage them to really think about what they might be doing at different times of the day and to show this clearly in their mimes.	Do the children respond appropriately to the music/task? Can they sustain the activity and recreate the position of the clock hands accurately? Are they able to move in time to the music?
<p>Cool down The children perform small, gentle ticking actions while lying down, followed by a large, full body stretch.</p>	Encourage the children to make the actions small. Allow them to interpret the task in their own way (eg hands ticking might be just fingers, could be up and down or side to side, one hand or both.)	Is the ticking action smaller than before? Do they remain in time with the sound? Do the children engage the whole body in the stretch?



2: Time and chime



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

In the second session the children continue to explore the theme of 'Time'. They jump up in the morning to the sound of an alarm clock, swing like the clock pendulum and show the different speeds of the clock hands. They then put all their actions and move together for one final big 'Time' dance!

Lesson summary:

Warm up: Lying on the floor, jumping up to the sound of an alarm clock and miming stretching and cleaning teeth.

Pendulums: Swinging different body parts.

Hands of a clock: Travelling at different speeds to represent the second, minute and hour hand.

Chimes: Pulling on the rope of a big bell to make it ring.

A big 'Time' dance: Combining all the moves we have learnt so far – the tick tock actions, moving around as the hands of the clock, swinging like the pendulum, stretching out your arms to show the clock hands and miming what happens at different times of the day.

Cool down: Rubbing your own body (as if in bath or shower), then lying down, as if going to bed.

Movement focus:

Body: Arms, legs, hands, feet, head, shoulder, hips

Action: Swinging, travelling, still shapes

Dynamics: Sustained and weighted; fast, medium and slow; strong and sudden

Space: Forwards and back or side to side; travelling around the room

Relationships: Leading and following, working alone

Session 2 structure: Time and chime

Content	Guidance	Evaluation
<p>Warm up The children shift between lying on the floor and standing, combined with typical morning actions.</p>	Encourage the children to get up quickly, to exaggerate the size of their actions.	Do the children get up promptly to the sound cue? Can they move from the floor to standing with ease? Can they really stretch out their whole body and mime cleaning their teeth accurately?
<p>Pendulums Swinging different body parts in isolation, arms, legs, hips, elbows, and nose.</p>	Encourage the children to move confidently, sometimes swinging forwards and back and, at other times, swinging from side to side. They need to try to give a sense of weight to their actions.	Is the swinging action even and rhythmic? Can the children sustain their balance if they swing on one leg? Are they able to find a way of swinging the less obvious body parts (eg nose)?
<p>Hands of a clock Travelling around the space at different speeds.</p>	Encourage the children to find other ways of travelling than walking and running – suggesting moving at different levels, high and low, may help.	Can the children respond promptly to the different tempos? Are they able to sustain travelling in rhythm? Can they find a variety of ways of travelling?
<p>Chimes Stretching up, to pull on the rope of a big clock bell.</p>	The children need to stretch up as high as they can, as though they are reaching for the bell rope. Encourage them to pull down their arms, with a big, forceful movement.	Are the children able to work on their own in a space? Can they respond quickly to the instructions and repeat their actions accurately? Are they able to really imagine they are ringing the bell?
<p>A big 'Time' dance Combining all the moves learnt so far – ticking, hands of the clock, circles, swinging and miming actions.</p>	Help the children to remember all the movements that they have practised over the last two episodes: grow up tall and strong like a tree, spin as the falling leaves, reach up high and dip low as you're carried by the wind, put on your wellies and jump and stamp in the leaves.	Can the children remember all their different movements? Are they able to listen to the instructions and move quickly from one sequence to the next? Can they respond expressively and show clear contrasts between the different movements? Are they able to work independently, but also cooperatively with others?
<p>Cool down Imagine you are standing as if you are in the shower, or sitting as if you are in the bath. Rub your body dry, then lie down in bed.</p>	Encourage the children to show how they are washing different body parts – rubbing their knees, the back of their neck, shoulders and back, before getting dry and cleaning their teeth. They need to lie slowly down on the floor and curl up and close their eyes.	Are the children able to work independently in a space? Can they clearly and accurately show the different actions?