

# Dance KS1: Let's Move

## Wood in the wood!



Justin Fletcher presents this unit of Dance KS1: Let's Move

### 1: The woodland comes to life

*Go to webpage*



### 2: Making things with wood

*Go to webpage*



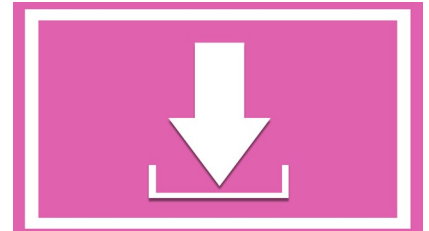
## Introduction

*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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# Wood in the wood!

## 1: The woodland comes to life



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

In this two-part unit, a springtime woodland setting provides an imaginative environment to inspire movement activities and dance associated with woods, wood and wooden things. The trees themselves sway, reach up and wiggle in the sunlight, while birds hop, soar, glide, swoop and flutter around their branches.

At ground level the children explore the woodland spaces, ducking and climbing around obstacles, then forming groups to link up into slow, smooth, log-and-fungus shapes. And as minibeasts, they discover how to scuttle and scurry with six, eight or more legs! Then to look after and 'manage' the woodlands, children explore chopping, cutting and sawing movements for coppicing actions (with some health and safety tips).

### Lesson summary:

**Warm up:** woodland stretches, like tall trees reaching up to the sunlight.

**Walking through the wood:** exploring spaces with curvy and zigzag pathways.

**Old log and fungus:** linking hands, arms and feet to make a log-and-fungus shape.

**Minibeast scuttle:** travelling quickly in varied pathways.

**Tree sway:** swaying and shaking movements 'in unison' (altogether).

**Bird flight:** bird movements combined with swaying treetops.

**Woodland tools:** chopping, cutting and sawing actions for 'coppicing'.

**Cool down:** lying down to listen to springtime woodland sounds.

### Movement focus:

- **Body:** Stretching, swaying and 'scuttling'
- **Action:** walking-variations, work-actions
- **Dynamics:** changing speed and direction
- **Space:** curvy and zigzag pathways
- **Relationships:** linking to others in a group



## Session 1 structure: The woodland comes to life

| Content   | Guidance   | Evaluation   |
|---|--|--|
| <b>Warm up</b><br>Woodland stretches, like tall trees reaching up to the sunlight.  | With each piece of music encourage:<br>- standing on tiptoe<br>- stretching arms higher<br>- adding wiggling fingers   | Are you reaching to the tops of the trees?   |
| <b>Walking through the wood</b><br>Exploring spaces with curvy and zigzag pathways.   | Emphasise:<br>- ducking head down low<br>- climbing round obstacles<br>- avoiding roots, brambles and branches.  | Are you changing direction and making interesting patterns?  |
| <b>Old log and fungus (in groups of 3-4)</b><br>Linking hands, arms and feet to make a log-and-fungus shape.  | Logs might be long and thin, or wide and fat.<br><br>Fungus-shapes might be straight and tall, or round and bumpy.   | Are the movements very, very slow and smooth?<br><br>Is everyone linked to someone else in the group?                      |
| <b>Minibeast scuttle</b><br>Travelling quickly in varied pathways as woodlouse, earwig, millipede, centipede or spider.   | Think about the effects of having six, eight or more legs.<br><br>How will this affect your scuttling and scurrying?   | Is there lots of variety between the different minibeasts?   |
| <b>Tree sway (in circles of 3-4)</b><br>Developing the warm-up movements to incorporate swaying and shaking movements.<br>The circle sways back and forth 'in unison' (altogether). | Ensure:<br>- feet apart and space between everyone in the circle<br>- tall, wide branch shapes<br>- wiggling fingers for dancing leaves.   | Are your movements, slow, gentle and graceful.<br>Are the 'in unison' movements changing direction at about the same time? |
| <b>Bird flight</b><br>Children experiment with bird movements, and then dance in two groups, half as swaying treetops, half as flying birds.  | Bird movements might include:<br>- hops up and down (like woodpeckers)<br>- soaring, gliding and swooping (like birds of prey)<br>- quick flight (like finches).                                   | Are your movements responding to the gentle up-and-down patterns in the harp-music?  |
| <b>Woodland tools</b><br>Chopping, cutting and sawing actions to help with 'coppicing' and caring for woodlands.  | For chopping, swing arms over shoulder and out in front.<br>For sawing, put hand in front, push forwards and pull back, over and over. N.B. discuss health and safety aspects of using wood tools. | Are your actions slow and controlled?  |
| <b>Cool down</b><br>Lie down to listen to springtime woodland sounds.   | Before next time, think how many things are made of wood.  | Can you find out about woodland-management, nature-reserves and wildlife groups in your area?                              |



## 2: Making things with wood



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

In part two of this woodland unit the children develop work actions for making furniture, toys and puppets. Then, in pairs as puppets and musicians, they practise three dances - with a wooden flute (slow and elegant), with a guitar (flamenco-dancer) and with a fiddle (inventing their own lively foot patterns), each puppet 'accompanied' by the musical instrument actions.

### Lesson summary:

**Warm up:** woodland stretches

**Making things from wood:** woodwork actions for using tools

**String puppets:** wooden string-puppet movements.

**Flute dance:** wooden-flute actions and graceful twirling.

**Flamenco dance:** flamenco-guitar and dance actions, with foot-stamps and turns.

**Fiddle dance:** fiddle/violin actions plus hops and kicks in own, lively pattern.

**Night time cool down:** take deep breaths and close eyes...

### Movement focus:

- **Body:** Arms, legs, head and whole body
- **Action:** puppet and instrument actions
- **Dynamics:** responding to musical styles
- **Space:** awareness of own space
- **Relationships:** pair work





## Session 2 structure: Making things with wood

| Content  | Guidance  | Evaluation  |
|--|---|---|
| <b>Warm up - Woodland stretches.</b><br>Slow stretches, reaching to the tops of the trees.   | Remember from last time:<br>- stretching arms high<br>- standing on tiptoe<br>- adding wriggling fingers (leaves).  | Is everyone in a space of their own?  |
| <b>Making things with wood.</b><br>Woodwork actions for using tools (eg hammers, chisels and planes), to make large and small items (eg tables, chairs, toys etc).   | Movements can include:<br>- hammering wood and nails<br>- chiselling and chipping<br>- carving shapes<br>- planing from side to side<br>- rubbing in oil and painting on varnish. | Can everyone guess what items you are making?   |
| <b>String puppets.</b><br>With Pinocchio as a starting-point, explore movements of wooden string-puppets and bring them to life.   | As 'puppet-master', Justin controls:<br>- strings for arms, legs, head...<br>- flopping and dangling movements<br>- quick and jerky reactions<br>- waving and nodding.            | Is there lots of contrast between floppy and jerky movements?   |
| <b>Flute dance (in pairs).</b><br>One child mimes wooden-flute actions (blowing air while wriggling fingers).<br><br>The other performs graceful twirling on the spot. Then swap over.   | Puppet-dancers - arms and legs should lift slowly and movements should flow elegantly. Don't get giddy!   | Are the two performers responding well to each other?   |
| <b>Flamenco dance (in pairs).</b><br>One child mimes flamenco-guitar actions (strumming, stamping and turning).<br><br>The other performs flamenco arm stretches and foot-stamps. Then swap over.  | Puppet-dancers - stand tall, straight and proud, heads held high.<br><br>One hand on hip, elbow pointing out, wrist bent.<br><br>Add quick foot-stamps, turning in a circle.      | Are the dancer and musician smart, proud and confident?   |
| <b>Fiddle dance (in pairs).</b><br>One child mimes fiddle/violin actions (hold 'fiddle' under chin and wriggle fingers, while other hand moves string-bow sideways).<br><br>The other performs hops and kicks feet in own, lively pattern. Then swap over. | Puppet-dancers - arms and hands stay straight down by sides. Vary number and rhythms of hops and kicks from foot to foot.   | Do the foot-patterns and fiddle music go well together?<br><br>You can replay the three sorts of music (flute, guitar and fiddle) to show the three dances. |



**Night time cool down**

Take deep breaths and close eyes...

Think about all the useful things  
we can make from wood.

Can you find out about woodland-  
management, nature-reserves and  
wildlifegroups in your area?