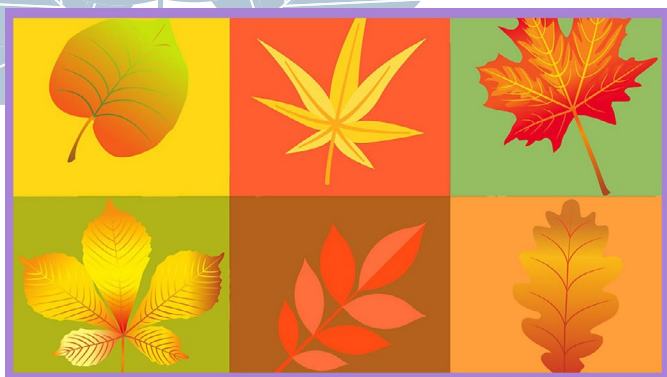


Dance KS1: Let's Move

Autumn is here



Katy Ashworth presents this unit of Dance KS1: Let's Move

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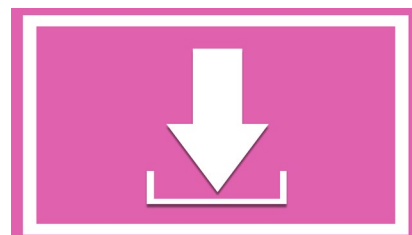
Introduction

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:
BBC School Radio
3rd Floor Bridge House
MediaCityUK
M50 2BH



Autumn is here

1: Autumn harvest



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

This is the first session of a four-part unit concentrating on autumnal themes. In this first session the focus is on movement and the autumn harvest. It concentrates on natural plant movements, old fashioned and then modern harvesting and making and sharing foods. The session ends with an Autumn Harvest Circle Dance.

Lesson summary:

Warm up: Stretching, reaching towards toes, running on spot, putting on boots.

'Old fashioned' harvesting: Swishing and chopping then lifting the corn from low to high

Modern combine harvester: creating a moving combine harvester with mechanical movements.

Making and sharing food: picking, stirring, kneading and sharing the autumn harvest.

Circle dance: In a circle - walk, clap and then perform each of the dances we have done.

Cool down: Time to dangle like a scarecrow for a doze in the sunset!

Movement focus:

- **Body:** Arms, legs, hands, feet and whole body
- **Action:** natural, work-actions and mechanical movements
- **Dynamics:** levels (high, medium and low) and changing speeds
- **Space:** using space in a dance narrative
- **Relationships:** pair-work and groups co-operating together.



Session 1 structure: Autumn harvest

Content	Guidance	Evaluation
Warm up We're scarecrows standing in an autumn field. Arms lift out to the sides, lift heads and shake your wiggly toes away! Next pretend to be a plant, start low curled tight, then stretch up high with the music.	Growing plant movements. Contrast smooth and spiky-shapes. As arms rise fingers can wiggle like seeds at the top of stalks and bodies turn as if being blown in the wind.	Is everyone ready to harvest?
'Old-fashioned' harvesting Travel back in time to harvest the old-fashioned way with the one handed sickle and the two handed scythe. In pairs practise swishing and chopping actions. When the music changes, find another pair and use a pitch fork to load up you corn from the ground into a cart.	Focus on hand-actions and arm-actions. Work with care, focus on each task and don't rush. Move with the changes and rhythm of the music particularly when working in the bigger group lifting corn into the cart.	Are you moving together as a combine harvester? Are the movements mechanical and precise?
Modern combine harvester In groups make a combine harvester with machine movements. Hands and legs linking, grain moving by being jiggled and rolled.	A chance for the group to come up with their own inventive machine movements. Concentrate on how the corn proceeds through the movement.	Are the movements very, very slow and smooth? Is everyone linked to someone else in the group?
Making and sharing food Move around the space making and sharing the food.	Picking fruit by lifting and reaching with arms, making bread with kneading and mixing movements, stirring-and-pouring soup or jam and finally loading trays and handing over different kinds of food, making thank you gestures.	Are the 'making and sharing' actions clear? Can you tell what they are doing?
Circle dance Put all the movements together into an Autumn Circle Dance. In a circle - walk, clap and then perform each of the dances performed during the session.	In one or two large circles, hold hands and walk round for 8 counts, then stand still and clap a simple pattern for 8 counts. This is done 5 times and between the circle movements there'll be smooth and spiky plant-growing actions, sickles, scythes and pitch-forks (swishing and lifting), combine harvester movements and making and sharing food actions.	Is everyone walking and clapping in time with the music? Can the children perform each of the four autumn harvest dances between the walking and clapping?
Cool down In the sunset it's time to stretch and relax like an old scarecrow.	Holding arms out with a floppy body. Stretch and roll heads from side to side.	Next time we concentrate on the autumn weather.



2: Autumn weather



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

A second session about autumn. The children will be exploring the autumn rain and puddle jumping, then - when the wind picks up - they'll be blowing about like leaves and other objects. Then they'll try flying a kite before putting everything together.

Lesson summary:

Warm up: stretching, reaching towards toes, running on spot, putting on boots.

Puddle jumping: splash in puddles and swing your umbrellas!

Autumn leaves: be leaves floating and blowing to the ground.

Autumn wind: with one as the 'wind' scooping and touching the others who react.

Flying a kite: in pairs working together create patterns on the floor and in the sky.

Autumn scene: the best of our weather moves put together.

Cool down: like a kite slowly flop to the floor!

Movement focus:

- **Body:** Whole body and isolated parts
- **Action:** Natural weather movements
- **Dynamics:** Varying speed of movements
- **Space:** Awareness of one's own space and in relation to others
- **Relationships:** pair-work and groups co-operating together.



Session 2 structure: Autumn weather

Content	Guidance	Evaluation
Warm up Curled up tight in bed. When the alarm clock rings, jump out and stretch arms wide to open the curtains. Slow stretches, reaching up, then fingers become clouds and raindrops wiggling down. Move about the room like a passing shower.	Use stretches to wake your body up. Delicate rain drop pattering for fingers. Use the changing speeds in the music.	Is everyone ready for some autumn weather?
Puddle jumping Put on a coat and wellies and bring your umbrella! Splashing in puddles and then lifting and waving about the umbrellas.	Focus on keeping in rhythm with the music and changing directions.	Can you jump in time with the music?
Autumn leaves In pairs, hands make leaf shapes, bodies rise and fall like autumn leaves.	Hands should lead the movement, like spinning and falling leaves. Partner's copy and mirror movements. Travel in curvy pathways.	Are pairs copying and mirroring each other's moves? Are hands and fingers leading the falling leaves movements?
Autumn wind It's getting windy! In groups, one person becomes the 'wind' and the others different 'things' that can be blown about.	The 'wind' twirls about using hand scoops to touch the 'things' and make them move. When touched by the wind, the things will spin and spiral.	Is the wind causing movement of the things? Is everyone working together? Be careful not to bump neighbours!
Flying a kite In pairs one is the flier and one the kite. Create patterns on the ground and in the air whilst working together.	Flier - use hands to feed out the line, leaning back keeping feet and legs planted on the floor, bending knees to keep grounded. Kite - stretch arms out to the sides like a kite, with the whole-body sway from side to side: stretch up high and bob low, keeping movement light and bouncy. Pairs should respond to the swings and turns in the music.	Are the flier and kite working together, responding to the music?



Autumn scene Perform the best of the moves in an autumn scene in groups of 4 to 6 in a triangular area.	Working together perform; • Puddle jumping • Autumn leaves falling • Autumn wind	Listen for the music changes, to indicate a different dance.
Cool down Time to cool down and pretend to be kites, flopping down to earth as the wind disappears.	Slowly lie down and stretch.	Next time we'll be autumn fireworks!



3: Autumn fireworks



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

Get ready to sizzle, crack, blast and whoosh! Fireworks night is the setting of our third session in this unit about autumn. The children will warm up and go to the firework display where their moves will be the star attraction. Arm, leg and body moves on different pathways to create a stunning fireworks display at the end!

Lesson summary:

Warm up: Jog on the spot, patting chest and rubbing shoulders.

Meet and greet: At the firework display move around meeting and greeting.

Sizzle, snapple, CRACK: Jumpy fireworks at funny angles.

Blast, K-pow, whizz-whirl: Jumping down straight and curvy pathways, swirling and twirling.

Whoosh! Firework display: Final display incorporating all the moves and a final rocket.

Cool down: Relax with some sparkler action.

Movement focus:

- **Body:** Coordinated whole body action
- **Action:** Firework movements
- **Dynamics:** Varying speed of movements, concentrating on fast actions!
- **Space:** Varying pathways straight and curvy
- **Relationships:** Individual, pair-work and groups co-operating together.



Session 3 structure: Autumn fireworks

Content	Guidance	Evaluation
Warm up Warm up by running on the spot and rubbing arms, chest and shoulders. Tug on a woolly hat too!	Try to pat and rub arms, chest and shoulders with the rhythm of the music.	Is everybody warmed up and ready to be fireworks?
Meet and greet At the firework display, move around the room meeting and greeting your friends and family.	Really 'communicate' with others with smiles, waves, high fives etc. Try to show different ages of people from the very young to the very old.	Can you 'communicate' with everyone at the fireworks display?
Sizzle, snapple, CRACK Jumpy to the beat, let arms jump out to the side and bendy legs turn and twizzle.	High energy fast jumping, creating funny shapes with jumping bodies. Copy a partners sizzly, snappy moves.	Is everybody sizzling, snapping and going crack?
Blast, K-pow, whizz-whirl In pairs blast, k-pow jumping on straight and zigzag pathways. Then whizz-whirl making circle shapes and spinning patterns.	Keep the jumping high and lively using different pathways working together either following each other or in tandem. When the music changes, children become Catherine wheels or fountains, delicately whizzing and whirring and making some flowery patterns.	Are children working together in pairs? Listen to the change in the music to change the firework movements.
Whoosh! Firework display Work in a group to put together a display that includes the best moves. The finale is becoming a rocket, crouching low, hands together, counting down, then stretching up high and tall hands leading the way.	Jump about to sizzle, Snapple, crack. Use straight and zig zag pathways to blast, k-pow! Spin and twirl as a Catherine wheel, then blast off as a rocket!	Are groups working together to create a final display? Do the groups change their movements with the changes in music?
Cool down Relax by making sparkler patterns in the air.	Gently wave your sparklers in the air.	Next time we'll be animals in autumn.



4: Autumn animals



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

This is the final session on this unit on Autumn. Its focus is animal actions in autumn - so we have a squirrel scamper, a geese migration dance, frogs jumping and swimming and an animal line dance combining all the movements to finish with.

Lesson summary:

Warm up: Hedgehogs curling up and stretching out.

Squirrel Scamper: climbing tree, scampering down branches, grabbing acorns and hiding them.

Birds migrating: waddle then use arms as wings, swooping, gliding and spinning.

Frog jumping and swimming: Springy frog jumps followed by arm and leg swimming actions.

Animal line dance: All the animal moves in one final line dance performance.

Cool down: Curl back down like a sleepy hedgehog!

Movement focus:

- **Body:** Tension and relaxation
- **Action:** Animal movements
- **Dynamics:** Levels (high, medium and low) and changing speeds
- **Space:** Exploring the space with varying pathways
- **Relationships:** Pair-work and groups co-operating together



Session 4 structure: Autumn animals

Content	Guidance	Evaluation
Warm up A hedgehog warm up - curl down into a tight ball on the floor – gradually uncurl. Stretch out legs then arms. Bend to one side and then the other and sniff the air.	Slow and careful uncurling. Stretching limbs and bending bodies.	Is everybody warmed up?
Squirrel Scamper Find the acorns! Climbing a tree by reaching with arms and legs. Then scampering down branches and reaching to grab an acorn, then scampering back and either digging or hiding it up high.	Hold arms and hands like squirrel paws and use quick movements in time with the music.	Are the squirrels light and quick?
Birds migrating Do a waddle walk, then start to flap your arms and fly up in to the sky. Swoop and rise, change direction, twist and turn.	Be careful not to bump into each other. In groups of three, take it in turns to lead a migrating group, copying twists, turns and flying movements.	Are the migrating geese moving together following the leader?
Frog jumping and swimming Frog jumping and frog swimming.	Jump on long springy legs, with bendy knees. Then jump about linking arms with a partner, coordinate the jumping. When the music changes, stretch out your arms and legs and pretend to swim like a frog! Use arms and legs!	Are the frogs staying time with the music and each other? Listen for the music changes to change from jumping to swimming.
Animal line dance In a line formation do the animal moves when called.	Listen carefully to the called out dance moves. They are: - Squirrel climbing - Squirrels scuttle forward - Squirrels scuttle back - Pass the acorns down the lines! - Geese arm flaps, swish one way and then the other. All hold hands swooping down, soaring up together. - Frogs - link arms, froggy hop forward for two beats, then froggy hop backwards for two beats and repeat.	Is everyone listening out for the moves to be 'called'? Can the line work together to pass the acorns, flap arms and froggy jump?
Cool down Hedgehog warm down. Stretching out, then curling down into a ball and lie still.	Listen to the soft sound and relax your body.	