



LET'S MOVE!

DANCE FOR KEY STAGE 1

Autumn

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.

Use the best equipment that the school has to offer for playback. 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. Encourage the children to listen carefully right from the start - not just to the presenter but also to the music.

Teaching points:

Some tips to help you get the best out of these programmes:

- Always encourage careful listening.
- Reinforce the importance of safety (eg awareness of others, avoiding collisions, keeping well-spaced, sensible landings).
- 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.

Column headings used in these Teacher's Notes:

- **Timing** - use this column to add timings, marking pause points etc.
- **Content** - a description of the individual movements and sequences that make up the programme.
- **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 and the children's learning and progression in dance.

Let's Move and the National Curriculum:

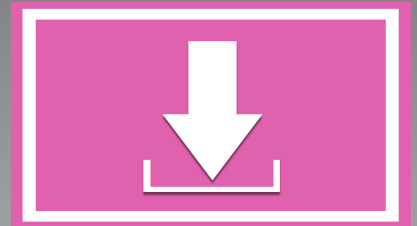
Dance makes a distinctive contribution to the education of all children, in that it uses the most fundamental mode of human expression - movement. Through its use of non-verbal communication, children are able to participate in a way that differs from any other area of learning. It provides aesthetic and cultural education, opportunities for personal expression, and it also introduces students to a wealth of traditional, social and theatrical forms. In a broad and balanced curriculum, this important area of human experience should not be neglected. ('Dance in the School Curriculum', a paper by the National Dance Teacher's Association and others)

Dance is acknowledged as a vital ingredient of a child's education in the National Curriculum. The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum. There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context. The children should be taught:

- to develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- to perform movements or patterns, including some from existing dance traditions
- to explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Warm up:

Your class will benefit from a warm up before the programme begins (if you have time). Yawning, stretching, jogging on the spot and pretending to wash the face and neck are all examples of ways of warming up. Each programme ends with a 'cool down' to prepare them for the return to the classroom.

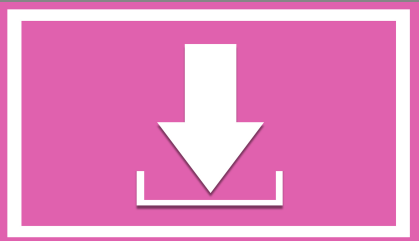


Downloading these resources

These dance sessions can be downloaded as mp3 files from these Notes and from the individual pages of the BBC Teach website.



You can also download the content from other platforms, including Apple Podcasts. Enter 'KS1 Dance: Let's Move' in the search field for podcasts.



*Click to download the session
(mp3).*

Movement focus:

- Contrasting travelling steps - light and heavy.
- Working with a partner.
- Performing a sequence of movements to the music.
- Exploring different pathways and floor patterns.

Autumn

Three dance sessions with movement sequences inspired by popular Autumn themes - bonfires and fireworks, animals hibernating or migrating, changes in plants and trees, and Autumn weather.

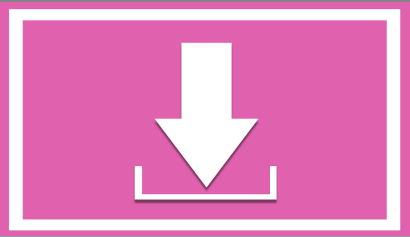
1: Bonfires and fireworks!

Lesson summary:

Partners work together to build an imaginary bonfire in the centre of the performance space with an upbeat 'travel-lift-carry-throw' sequence. Next, the children perform contrasting travelling steps - first, skipping through the spaces, collecting pennies for the Guy - and then, wobbling and stamping around with stiff, clumsy steps as the scarecrow-like Guy. Finally, they follow the music to dash, jump and sparkle for the fireworks finale!



Timing	Content	Guidance	Evaluation
	Warm-up Getting ready! A walk through Autumn leaves.	The children put on outdoor clothing and then take long, kicking steps through the Autumn leaves - occasionally jumping or reaching up to catch falling leaves.	Can the children mime the actions convincingly?
	Building the bonfire	Partners work together in a 'travel-lift-carry-throw' sequence to build an imaginary bonfire in the middle of the performance space.	Can partners perform the steps and actions together, at the same time? Is there a contrast between the light travelling and heavy carrying steps?
	Penny for the Guy	<i>Skipping children</i> - light, rhythmic steps, joining in with the 'penny for the Guy' refrain. <i>Guy's dance</i> - stiff, wobbling, stamping steps with outstretched arms and legs. Finally, Guy crumples and collapses down onto the floor.	Emphasise the strong contrast between the movement qualities of the two sequences. Can the children follow the skipping rhythm accurately?
	Whizz! Bang! Sparkle!	Following the music to dash in and out of the spaces; perform small, light jumps and big, explosive jumps with soft, bendy knees; and turn around smoothly on the spot with outstretched arms and sparkling fingers.	Do the children react to and perform the different actions with the music? Can they perform with energy but control?
	Cool down Bonfire's end	Stretching tall with outstretched flickering hands and fingers like the sparks of a bonfire. Gradually slowing and sinking down to the floor like dying embers.	Is there a gradual slowing down as the bonfire dies out.



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Movement focus:

- Developing everyday actions into dance movements.
- Moments of complete stillness and sudden action.
- Tracing smooth, flowing, intricate patterns.
- Moving in group formation.
- Gradually reducing the speed of a movement.
- Performing and repeating a set jumping pattern.

2: Animals in Autumn

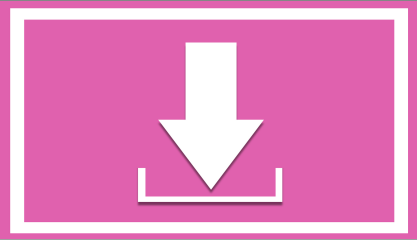
Lesson summary:

The children start by exploring contrasting travelling steps and actions inspired by squirrels, spiders and birds feasting upon Autumn's bounty of nuts, berries and insects. This final feast prepares many animals, birds and insects for a long cold winter - sometimes in hibernation - or for their long and energy consuming annual migration to warmer climates. Sequences focus on the hibernating habits of frogs, caterpillars and dormice, with a final group formation sequence inspired by migrating geese.



Migrating geese flying in V formation

Timing	Content	Guidance	Evaluation
	Warm-up Animal mix	Contrasting travelling steps inspired by scurrying dormice, jumping frogs and buzzing flies.	Can the children use the space well; performing the different steps and actions with energy and control?
	Final feast <i>Squirrels</i> <i>Spiders</i> <i>Birds</i>	Quick, energetic dashes in short bursts with sudden, alert freezes. Collecting/burying / gnawing nuts and berries. Using hands or feet to trace web-like patterns in the air and on the floor. Keeping really still before music cues sudden dash forwards to catch prey. Arms outstretched to soar gracefully through the spaces; swooping low, stretching high or gliding smoothly forwards.	Can the children stop suddenly with the music and hold their position very still? Is there a clear contrast between the smooth tracing actions and sudden dashes forwards? Do they use the space well; avoiding others as they soar gracefully high and low?
	Hibernating habits <i>Frogs</i> <i>Caterpillars</i>	Crouched low with knees bent and hands flat on the floor in front of them to leapfrog through the spaces with the music. Strong scooping and digging actions on the spot using hands and feet as frog hides in squelchy mud. Long, smooth, sliding steps stopping every now and then to munch on juicy leaf. Sequence gradually gets slower as the caterpillar gets fatter! Hands and arms trace spinning patterns around body as if making a cocoon.	Can the children follow and repeat the jumping pattern? Does the sequence look smooth and controlled? Can the children gradually slow down their movements?
	Mass migration <i>Flocks of geese</i>	Divide the class into 4 roughly equal groups, each positioned in a corner of the room. Two groups at a time perform; each group in V formation. The children follow their leader who is at the point of the V to gracefully travel through the spaces; dipping low, stretching high and gliding smoothly forwards.	Can each group maintain their V formation while travelling together? Do the leaders listen to and use the music to select a range of appropriate movements?
	Cool down Spinning a web	Slow, smooth, web-spinning actions followed by complete stillness like a spider waiting for its prey.	Can the children focus on tracing smooth, intricate patterns on the floor or in the air?



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Movement focus:

- Controlled turns and spins.
- Contrasting qualities of movements.
- Performing a sequence.
- Pathways.
- Listening and responding to music.

3: Autumn weather

Lesson summary:

The session starts with an energetic stunt-kite sequence exploring travelling steps with quick, sudden turns and spins. Many plants and trees rely on the Autumn wind to transport their seeds. The spiralling helicopter action of sycamore seeds and the light, floating movements of dandelion seeds are used to inspire a sequence of contrasting steps and actions. Finally, the children go on a nature walk through crisp Autumn leaves, stopping every now and then to remember some of the animals and insects from previous programmes in the unit.



Timing	Content	Guidance	Evaluation
	Warm up Repeat 'Getting ready' and 'Autumn leaves' from programme 1.	The children put on outdoor clothing and then take long, kicking steps through the Autumn leaves - occasionally jumping or reaching up to catch falling leaves.	Can the children mime the actions convincingly?
	Stunt-kite Working in pairs as kite and flyer.	Tracing stunt-kite patterns on the spot and then travelling: stretching high and bobbing low with quick, sharp turns and smooth, controlled spinning or circling movements.	Can the children use the space all around them to trace the stunt-kite patterns? Did they use a range of movements and control the sudden spins and turns?
	Autumn seeds <i>Sycamore</i> <i>Dandelion</i>	Working alone. Helicopter arm actions on the spot and then travelling. Light, swaying movements on the spot. Develop into travelling sequence with floaty, tiptoe steps.	Can the children use the helicopter arm actions to lead the rest of their body through the spaces; smoothly turning high and low? Can they travel through the spaces with silent tiptoe steps? Is there a clear contrast between this light, weightless Sequence and the energetic turns of the sycamore seeds?
	Nature walk	Crunching steps through frosty Autumn leaves, stopping every now and then to remember the movements of different animals and insects practised in previous programmes.	Can the children follow the music to create a rhythmic step pattern? Did they remember the movements for the different animals and insects and perform these with confidence?
	Cool down Dandelion seeds	Travelling with light, silent tiptoe steps. Stretching and swaying gently on the spot.	The children should feel calm and relaxed.