

Dance KS1: Let's Move

Can we build it?



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

1: Good foundations

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2: Building together

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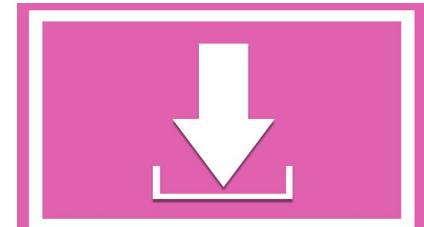
Introduction

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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Can we build it?

1: Good foundations



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

Introduction:

These two dance sessions introduce pupils to the different jobs builders do on a building site. They reflect a fun approach to building, but it is important to remind children of the dangers posed by this environment. With good follow-up, this unit's activities may help to build health and safety awareness, to help avoid accidents and develop common sense in all walks of life.

We start with a lively warm-up based on the actions of a mechanical digger and these actions are revisited at the end of the session, when the pupils form group-diggers. Pupils act in role as builders as they get ready for work, walk to work and then carry out a range of tasks on the building site. The main tasks can be rehearsed and combined to form a short class dance.

Lesson summary:

- **Warm-up: Dig this!**: Mechanical, rhythmic actions based on the movements of a digger, to raise the pulse and mobilise joints.
- **Off to work**: Getting dressed and walking to work using pathways and directions.
- **Dig, drill and pound**: Large, rhythmic actions to clear the ground.
- **Wheelbarrow wobble**: Loading wheelbarrows and travelling to a new spot.
- **Good foundations**: Sequences 1, 2 and 3 combined.
- **Here Come the Diggers!**: Groups create mechanical diggers.
- **Cool down**: Getting undressed and going to bed.

Movement focus:

- **Body**: hands lead the action – other bodyparts co-ordinate.
- **Action**: clear gestures co-ordinated with stepping, jumping and turning.
- **Dynamics**: strong and rhythmic actions.
- **Space**: clear pathways and changes of direction, with awareness of levels.
- **Relationships**: mainly individual with a group sequence at the end.



Session 1 structure: Good foundations

Content	Guidance	Evaluation
<p>Warm-up: Dig this! Circling arms – small and large circles; bending and straightening knees to scoop and lift rubble; slow, strong pushing gestures.</p>	<p>Small circles are made by both arms close to the body, elbows bent (train-like). Big circles are made with arms reaching up, over and down.</p> <p>Encourage children to bend and straighten knees when scooping/lifting.</p>	<p>Can children keep time with the music?</p> <p>Are the actions clear?</p> <p>Can children co-ordinate their actions?</p>
<p>Diggers! Combine turning, scooping and pushing actions.</p>	<p>Be ready to let go hands during the first music, and to skip forwards during the second music.</p>	
<p>Off to work Children put on protective clothing (overalls, boots and hard hat). They walk to work – making their own pathway and include changes of direction.</p>	<p>Children follow a route which should include changes of directions.</p> <p>They walk with a sense of purpose.</p>	<p>Are they able to show independence and spatial awareness in pathways and changes of direction?</p>
<p>They explore different moods (eg happy, tired, proud) before choosing their favourite!</p>	<p>Consider posture, facial expression, type of step when showing different moods.</p>	<p>Can they express mood and character as they travel?</p>
<p>Dig, drill and pound Children explore digging, drilling and pounding actions. These are developed by adding travelling, turning and jumping actions to create a sequence that can be repeated.</p>	<p>They select one clear, rhythmic, repeated gesture for each action. They should keep in time with the music.</p> <p>Develop by combining with other actions ie dig and step; drill and jump/turn to change front; pound and lunge.</p>	<p>Are the actions clear and rhythmic?</p> <p>Can the children match them to the sounds?</p> <p>Are they able to combine two actions at once eg dig and step?</p> <p>Can they repeat the actions and remember the order?</p>
<p>Laying foundations (pneumatic drilling).</p>		
<p>Sledge-hammer pounding</p>		
<p>Combining 'dig, drill and pound'</p>	.	



Wheelbarrow wobble The pupils load their tools into a wheelbarrow and travel to new space to repeat the whole sequence.	They follow a winding pathway.	Do they show imagination as they travel along their winding pathway?
Good foundations! Children perform and link the above sequences to make a short dance:	Take time to practise each sequence before combining them.	Can children remember each sequence and anticipate what comes next? Have they improved their performance?
'Off to work'		
'Dig, drill and pound'		
'Wheelbarrow wobble'		
Here come the diggers! Children create mechanical diggers in groups of four: two perform circling, wheel actions and two perform scooping and twisting actions.	Children could practise circling, pushing and scooping actions in pairs first. In the groups aim for two different actions at the same time. Groups remain on the spot	Can children co-operate with a partner, and in a group. Do they show awareness of each others' actions?
Cool down Children find a space and slowly take off boots, hardhat and overalls. They stretch and curl up in bed.	These actions are performed at a slower pace than at the start of the programme.	You may like to follow up with class discussions and activities about health and safety at work and at school.



2: Building together



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

In this session the children revisit the warm-up and main sequences from last time. They then work in pairs, exploring a range of partner skills based on building walls, painting and decorating, carrying ladders and climbing scaffolding, before having their tea-break. These new sequences can be added to the short dance from last time to create a longer 'We Can Build It!' class dance.

Summary:

- **Warm-up: Dig this!**: Mechanical, rhythmic actions based on the movements of a digger to raise the pulse and mobilise joints.
- **Off to work!**: Daily routine of getting dressed before walking to work using individual pathways and changes of direction.
- **Dig, drill and pound**: Large, rhythmic actions.
- **Wheelbarrow wobble**: Travelling with wheelbarrows to meet a partner.
- **Building together**: Working in pairs to mix cement and build a wall. Pairs create the shape of a wall, porch or window.
- **Finishing touches**: Working in pairs to paint the walls. Then carrying ladders, following the leader before climbing the scaffolding to sit and have a cup of tea.
- **We can build it!**: Class dance opportunity.
- **Cool down**: Reversing the wake up routine, to go to bed.

Movement focus:

- **Body**: hands lead the action - other body parts co-ordinate.
- **Actions**: clear gestures co-ordinated with stepping, jumping and turning.
- **Dynamics**: strong and rhythmic qualities, contrasted with smooth, flowing actions.
- **Space**: clear pathways, levels and changes of direction.
- **Relationships**: partner skills include matching, mirroring and leading and following. Children create shapes together (cement mixers and features of a building).



Session 2 structure: Building together

Content	Guidance	Evaluation
Introduction Stand up straight and tall in a good space, ready for action.		
Warm-up: Dig this! Circling arms – small and large circles; scooping and lifting rubble; slow, strong pushing gestures and big steps to a new space.	<p>Small circles are made by both arms close to the body, elbows bent (train-like).</p> <p>Big circles are made both arms reaching up and over.</p> <p>Encourage children to bend and straighten knees when scooping/lifting.</p>	<p>Do the children remember the sequence from the previous programme?</p> <p>Can they show contrast in the size of circles?</p>
Wake up and Off to work! Pupils get dressed for work, then walk to work along their own pathway with changes of direction.	<p>These sequences are repeated from Programme 3.</p> <p>Encourage the children to follow a clear route.</p>	<p>Are actions large and clear?</p> <p>Do the children travel independently with good awareness of space?</p>
Dig, drill and pound. Performing their sequence of digging, drilling and pounding with clear, rhythmic actions.	Children repeat the sequence they developed in Programme 3: one clear, rhythmic, gesture for each action, developed by adding stepping, jumping and turning actions.	<p>Can they remember the order and match the actions to the sounds?</p> <p>Has their performance improved?</p>
Wheelbarrow wobble Wheeling their wheelbarrows along a winding pathway to meet a partner.	They follow a winding pathway to an arranged spot.	Are they able to co-ordinate their actions to meet a partner?
Pause-point , to replay the music for any or all of the above sequences.		
Building together. Children face each other and hold hands to create a cement mixer.	Children explore twisting, turning, sinking and rising actions whilst in hold.	<p>Can they work cooperatively to good effect?</p> <p>Can they combine actions eg twist and sink/rise?</p>



<p>Children build a wall of imaginary bricks together, in a clear rhythmic pattern, from low to high.</p> <p>Children end this section by making a still partner-shape to represent a wall, arch or window.</p>	<p>Children could face each other or work side by side.</p> <p>They take turns to lift and place bricks.</p> <p>Encourage clear, strong hand gestures.</p> <p>Shapes could be flat and wide; tall and narrow; curved or pointed.</p> <p>Look at features of the room you are in for ideas.</p>	<p>Are they able to take turns and use their imagination to show the wall getting higher/wider?</p> <p>Do they make and hold a clear shape together?</p> <p>Can they repeat all of the above?</p>
<p>Finishing touches</p> <p>Children remain in pairs to paint the walls (mirroring each other).</p> <p>They paint smoothly and slowly side to side and up and down.</p>	<p>Facing or side by side?</p> <p>Take it in turns to lead and follow.</p> <p>Encourage large, smooth, flowing actions.</p>	<p>Can children match each others' smooth, flowing actions?</p>
<p>Children carry an imaginary ladder (one behind the other) across the building site.</p> <p>They place the ladder against the scaffolding; climb up and walk carefully along the planks to sit side by side and have a tea break.</p>	<p>One behind the other with a space between. They carry the imaginary ladder with fists above their heads.</p> <p>They may need to practise leading and following a few times. This will take imagination!</p> <p>Partners should climb the ladder one after the other and shuffle sideways carefully, before sitting side by side.</p>	<p>Are children able to maintain distance as they lead or follow?</p> <p>Do children share the space sensitively, use their imagination and show character?</p>
<p>We can build it! dance</p> <p>An option to rehearse and combine the above sections as a class dance.</p>	<p>Can children describe the dance in words?</p>	<p>Do they remember the order of the sequences and do they show improvement in performance eg clear actions, spatial awareness, good partner-work?</p>
<p>Off to work! (performance)</p>	<p>These actions are performed at a slower pace than at the start of the programme.</p>	<p>You may like to followup with class discussions and activities about health and safety at work and at school.</p>



Dig, drill and pound! (performance)		
Wheelbarrow wobble (performance)		
Building together (performance)		
Finishing touches (performance)		
Cool down: Children walk to a space on their own, get undressed, stretch and get into bed.	These actions are performed at a slower pace than at the start of the programme.	You may like to followup with class discussions and activities about health and safety at work and at school.