

Dance KS1: Let's Move Lunar / Chinese New Year



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

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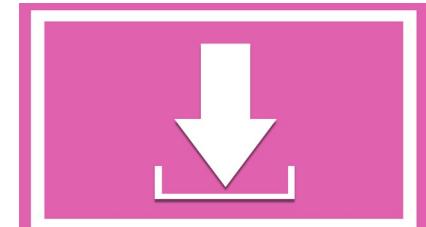
Introduction

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 a 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

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Lunar / Chinese New Year

Introduction

Lunar / Chinese New Year is a major festival and public holiday in many countries, celebrated in China and in the many countries around the world that have an ethnic Chinese population, including the UK. In Asian countries other than China the festival is known as Lunar New Year.

The Chinese calendar is not the same as the Gregorian calendar used in most western countries. For this reason Lunar / Chinese New Year begins on different dates in January or February each year. The festivities culminate after 15 days on the day known as Lantern Festival.

Chinese mythology suggests the origins of New Year are concerned with a battle against a monster called Nian (meaning 'year' in Chinese). Nian would arrive on the first day of the New Year to terrorise villagers. However, the villagers discovered that Nian was afraid of the colour red...and thus each New Year the villagers would hang out red lanterns to scare Nian away and use firecrackers too. Nian was never seen again.

In the days preceding New Year, Chinese families give their homes a thorough 'spring clean'. The cleaning sweeps away bad luck and leaves room for good luck to enter. On the first day of New Year, the dusters are put away to avoid sweeping away good luck. New clothes are purchased – often red. New Year is also time for visiting friends and family gatherings. Younger members of the family are often given gifts of money inside red envelopes.

The festivities end with the Lantern Festival, when families will process through the streets with their New Year lanterns, bringing New Year to a close.

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



1: Getting ready

The first of the two dance sessions covers the preparations for Chinese New Year and ends with a big celebratory meal for family and friends. The children work on their own throughout the programme.

Lesson summary:

- **Warm up:** stretching; skipping around the space changing direction to a cue
- **Tidying the home:** working with busy fingers to put everything away before cleaning
- **Letting good luck in:** jogging around space, stopping to open windows to allow good luck in; polishing surfaces
- **Chinese New Year market:** moving around open-air market to source the things needed for the New Year celebrations
- **Decorating the home:** hanging up the lanterns and wind chimes bought at the market
- **Chinese stir fry:** moving in three separate ways to indicated the 'chopping', 'stirring' and 'frying' elements of a stir fry meal
- **Cool down:** lying still on the floor; stretching limbs

Movement focus:

- Stretching; travelling around the room jogging and skipping; working at different heights; spinning and turning; angular shapes; linking movements.



Session 1 structure: Getting ready

Content	Guidance	Evaluation
<p>Warm up. Children stand and stretch up tall. Then skip around the space, changing direction when they hear the clash of the cymbal.</p>	<p>Make sure everyone is listening carefully for the clash of the cymbal, so that they know when to change direction.</p>	<p>Do children stretch up really tall? Do they change direction at the right moment?</p>
<p>Individual. Tidying the home ready for New Year. Children move around the space, finding things to tidy away. Then they use a cloth to dust and polish all the surfaces.</p>	<p>Listen for the fading of the music. This will let you know that the activity is coming to an end. Encourage children to clean rhythmically in time to the music.</p> <p>Cleaning the house at New Year is about getting it ready for the return of the Kitchen God and allowing space for good luck to enter.</p>	<p>Are the children listening carefully for the instructions? Do they move rhythmically in time to the music?</p>
<p>Individual. Jogging to open the windows, to let good luck in. Children jog around the space. On the instruction from Justin, they stop and open a window. Then move on again.</p>	<p>Watch to see that the children understand that they only stop to open a window on Justin's instruction. The activity should show a contrast between movement and stasis.</p>	<p>Do children jog carefully with light steps? Do they open windows only at Justin's instructions?</p>
<p>Individual. Skipping to the market / moving around the market. The children are off to the open air market. When they hear the music, they skip between the spaces to travel to market. Then children move around the market looking for lanterns. At the instruction from Justin, they stop to buy one. Next they search for a plum tree and stop to buy. Finally, they jog around the market to find and buy wind chimes.</p>	<p>These are some of the purchases that are commonly made at New Year to help get the home ready.</p> <p>As with the previous activity, watch that the children understand that they move around the market searching first, then stop to buy when Justin instructs them</p>	<p>Do the children follow Justin's instructions? Do they interact with the imaginary stall-holder?</p>



<p>Individual. Decorating the home. Children move around the home decorating it with their New Year purchases. First they stretch up tall to hang their wind chimes; then they run around the home finding places to hang lanterns (contrasting up high and out to the side);</p>	<p>Continuing moving as individuals. The activity should show a strong contrast between movement (travelling around the house) and stasis (stretching tall to hang decorations).</p>	<p>Do the children move with quick, light steps? Are they listening carefully to Justin's instructions and stopping moving promptly when he instructs?</p>
<p>Individual. Chinese stir fry! First, children mime putting on a chef's hat and apron and washing their hands.</p> <p>Then they show:</p> <ul style="list-style-type: none"> i) 'chopping' movement for chopping vegetables by making angular, spiky shapes with the upper body ii) 'stirring' movements, by using the body to twist and turn 	<p>Look for a strong contrast between the angular, spiky movements for chopping and the smooth, turning movements for stirring.</p>	<p>Do the children show angular, spiky shapes with their upper bodies? Do they use contrasting turning movements for stirring?</p>
<p>Individual. Sizzling in the wok. Children show the sizzling food in the wok, by moving around the space with small, jumping movements. Then children show the complete cooking process – chopping, stirring, frying – by moving in time to a medley of the music.</p>	<p>The music for 'chopping', 'stirring' and 'frying' is repeated without a break. Children need to recreate their movements and be ready to change when they hear the music change. The music medley forms the next track (track 8) so it is very easy for you to replay the track as often as you wish for the children to practise their dances.</p>	<p>Do the children listen for the change in the music and respond correctly? Do they remember the correct sequence for the stir fry dance?</p>
<p>Stir fry music.</p>	<p>The music track for the above 'chopping', 'stirring' and 'frying' medley. Replay as often as you wish to allow the children another go. The sequence lasts for 45 seconds.</p> <p>The programme includes an invitation from Justin to split the class in two so that each half can watch each other perform the dance.</p>	
<p>Cool down. Lying down, stretching limbs.</p>	<p>Make sure the children are calm and ready to return to class.</p>	



2: Join the New Year Parade



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dance session as an
mp3 file*

The second session in the unit is concerned with the festivities once Lunar / Chinese New Year has begun - in particular the custom of letting off fire crackers and also Lion Dance processions. The children work on their own for the beginning of the programme, then get into pairs to create the Lion Dance.

Lesson summary:

Dressing in New Year clothes: putting on the special new clothes associated with New Year

Visiting friends: travelling around the space to visit friends and offer gifts

New Year parade: marching around the space to create a New Year parade

Chinese fire crackers: creating a sequence showing different fire works

Lion Dance: working with a friend to create the Lion for the Lion Dance; then stamping around the room as the Lion

New Year procession: stately movement around the space holding lanterns to show the Lantern Festival

Cool down: stretching on the floor

Movement focus:

Stretching, using high and low body positions; contrasting movement and stasis; angular shapes; paired movement



Session 2 structure: Join the New Year Parade

Content	Guidance	Evaluation
<p>Warm up Before the warm up proper, the children move into one big circle, then sit down again. Then, with the music, smiling and waving to friends across the circle. Then stretching legs and wiggling toes / fingers. Then standing in the circle, wiggling whole body, using contrasting high and low body positions.</p>	<p>The instruction to get into the circle is accompanied by approx 20 seconds of music; however, you may prefer to pause the programme to create the circle.</p>	<p>Do children move quickly and carefully into a class circle as instructed?</p>
<p>Individual. Dressing in New Year clothes. Putting on special New Year clothes – trousers and jackets.</p>	<p>Gold and red tunics are traditional at New Year. Children will need to balance carefully and move quickly to maintain time with the instructions. Children should remain in the circle while doing this.</p>	<p>Do the children balance while putting on their new clothes? Do they follow the instructions carefully?</p>
<p>Individual. Visiting friends at New Year. Children skip through the spaces to visit their friends at New Year. The activity is developed by the introduction of an opening door (sound effect). Children skip through the spaces, stop when Justin tells them to and when they hear the opening door, they shake their friend's hand and give their New Year money gift before moving on again (sequence repeated twice).</p>	<p>Children will need to move carefully to avoid collisions and will need to listen carefully so that they can hear when to stop. Then they need to imagine a friend to whom they can give the New Year money gift.</p>	<p>Do children move with quick, light steps – listening for the right moment to stop? When they hear the opening door effects, do they imagine a friend?</p>
<p>Individual. Chinese New Year parade. With the music, the children march around the village – waving flags if they wish – to frighten away the monster.</p>	<p>Festivities at New Year link closely to Chinese history and the story of frightening away the monster using the colour red and lots of loud noises?</p>	<p>Do the children step in time to the music? Do they pretend to wave flags?</p>



<p>Individual. Chinese fire crackers. Working with music only to begin with children become fire crackers, moving with short, sharp movements.</p> <p>In the second sequence, children practise jumping to sound effects of firecrackers. This is the cue to jump into the air and throw arms out to the side.</p> <p>The final movement of the sequence is a single firework. This is the cue to crouch low, tuck in arms and then jump up and 'explode'.</p>	<p>At 02' 35" of track 14, children are able to put the three elements of the dance together – ending with jumping into the air as a single firework. They will need to listen carefully and move quickly to keep in time with Justin's instructions.</p>	<p>Do children show contrasting movements for the various elements of the sequence? Do they listen carefully for the final firework, bringing the sequence to a close with a final dramatic jump?</p>
<p>Pairs. Lion dance. Working together to create a simple Lion Dance. As the two parts of the Lion, pairs stamp around the space in time to the music. Then the music is repeated so that pairs can swap over.</p> <p>Adding gestures to the movement. When the music is played for the third time, 'heads' use their hands to show large eye-lashes and 'tails' use their arms to show tails. The music is played again to allow pairs to swap.</p>	<p>Be ready to pause the programme to organise children as necessary. The children need to find a friend to work with; then discuss with each other who will be the 'head' and who the 'tail' for the dance. The tail crouches a little lower than the head and places hands on the back of the head to join together.</p> <p>You may wish to pause the programme at 02' 34" into the track to allow sufficient time for pairs to swap over. Be ready to demonstrate hands opening and closing, fingers splayed, to show eye-lashes. Also be ready to pause the programme as necessary to allow more time for swapping over and getting organised again.</p>	<p>Do children work together cooperatively now that they are in pairs? Do they maintain a united body position and demonstrate the qualities of the Lion? Do they develop their work and understand the movements for eyelashes and tail?</p>
<p>Individual. New Year procession. Children make a slow New Year parade by walking around their space, showing off their imaginary lanterns and taking a look at those of others.</p>	<p>You could take part in the procession as a means of encouraging the children and as a way of admiring their work.</p>	
<p>Individual. Cool down. Stretching out on the floor and relaxing body.</p>	<p>Make sure children are calm and ready to return to their classrooms.</p>	