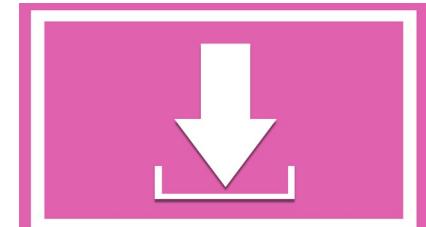


# Dance KS1: Let's Move

## Diwali - Festival of light



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)

### 1: Rama and Sita

[Go to webpage](#)



### 2: Monkey madness

[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.



- 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 taken 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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# Diwali - Festival of light

## 1: Rama and Sita



Click to download this  
dance session as an  
mp3 file

This unit introduces Diwali, the Hindu festival of light. The first session includes cleaning and getting ready for the celebrations. It also begins the story of *Rama and Sita*. Prince Rama is banished to the forest with his wife, Sita. Ravana, the demon king, disguises himself as a beautiful golden deer to lure Sita away.

### Session summary:

1. Dark to light
  - curling small
  - stretching and reaching
  - skipping freely
2. Spic and span
  - scrubbing at a low level
  - polishing at a medium level
  - sweeping by travelling using straight pathways
3. Hunting in the forest
  - creeping stealthily
  - gesturing a hunting action
  - holding and stillness
4. The golden deer
  - travelling as the elegant deer with arm gesture
  - pair work: action/reaction sequence using mirroring and leading and following

### Movement focus:

- *Body*: tall and upright; head, hands and arms; control
- *Action*: reaching, stretching, skipping, travelling
- *Dynamics*: contrasts in speed and strength
- *Space*: awareness of levels; personal and general space
- *Relationships*: unison, working with partner; mirroring, leading and following

## Session 1 structure: Rama and Sita

Content	Guidance	Evaluation
<p><b>1. Warm up - Dark to light</b>  In a class circle (or two smaller circles) curl up small; lying on back or side, kneeling or sitting and close eyes.</p> <p>Music cues slowly stretching up with fingertips to reach the sun and light. Hold position before skipping freely. Feeling happy and bright, skipping around the room.</p>	<p>Make sure heads are tucked in and the focus is inwards.</p> <p>Encourage children to stretch and reach with every part of their body with an upward focus.</p> <p>Move freely around the room with light, skipping steps and take care not to bump into anyone.</p>	<p>Can the children hold a curled position?</p> <p>Do they respond to the music cues? Can they hold a stretched shape with upward focus?</p> <p>Can they skip in time with the music with light, rhythmic steps? Do they make full use of the space?</p>
<p><b>2. Spic and span</b></p> <p>Sit/kneel to scrub the floor using one hand at a time. Two speeds. Stand to polish.</p> <p>Stretching from side to side, using one hand and then the other to make circular polishing movements.</p> <p>Travelling using big sweeping movements with imaginary brush.</p>	<p>Encourage strong forward and backward scrubbing actions.</p> <p>Make smooth circular polishing actions on imaginary flat surface, such as a window or table. Make sure to stretch from side to side.</p> <p>Use sweeping straight pathways and rhythmic action. Remain well spaced.</p>	<p>Look for good examples of each action and demonstrate.</p> <p>Are they reaching at a medium level and making clear, circular patterns?</p> <p>Do they have clear pathways? Can you see clear contrast in their actions?</p>
<p><b>3. Hunting in the forest</b></p> <p>Creep using slow, stealthy steps. Use the head to seek and search.</p> <p>Choose one strong gesture (bow and arrow, spear or hunting horn) to complete the sequence.</p>	<p>Medium level. Use light, precise steps. Encourage the children to turn their heads as they focus outwards looking for their prey.</p> <p>Look for strong, clear actions. Use good examples to demonstrate.</p>	<p>Can they travel at a medium level, using slow, light steps?</p> <p>Does the quality of movement clearly convey searching and seeking.</p> <p>Can they work independently and imaginatively?</p>



#### 4. Golden deer

Travel with light, graceful steps. Extend the arms above the head with hands pointing down to suggest antlers.

In pairs the children create a sequence.

Sits sits or kneels in a gentle pose as she focuses on the golden deer.

The golden deer stands opposite Sita and she mirrors its position. The deer travels around the room and she follows.

Encourage upright, proud position, with head held high.

Look for dignified and controlled steps.

The children decide who will be Sita and the deer. Encourage them to focus on their partner.

Encourage stillness and control. Then use of all the space travelling in different directions.

Look for elegant, deer-like qualities. Choose good examples to demonstrate.

Do they work co-operatively to create an effective sequence?

Are they focusing clearly on each other?

Do they make use of all the space?

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

## 2: Monkey madness



The session includes a repeat performance of the cleaning sequence from the first session. Then it continues the story of *Rama and Sita* and tells how Hanuman, the Monkey King, helps to rescue Princess Sita.

### Session summary:

#### 1. Warm-up

- scrubbing at a low level
- polishing at a medium level
- travelling by sweeping with bounces in between

#### 2. Monkey madness

- exploring the characteristics of a monkey
- travelling by shuffling, rolling, turning, jumping

#### 3. Wild waves

- in individual space, swaying with the body and rippling with the arms to suggest waves
- use of different strength and speed

#### 4. Building bridges

- individually, creating a bridge shape
- travel in monkey-style from the edge of the room to create a linked line of bridges
- the class is divided into two groups for action/reaction sequence: the waves ripple, gradually increasing to strong fast movement; meanwhile the monkeys form a bridge

#### 5. Celebration

- skipping freely through the space with light, bouncy steps
- waving, shaking hands and relating to others

### Movement focus:

- *Body*: hands, torso, holding shapes
- *Action*: travel, roll, turn, jump and balance
- *Dynamics*: contrast in speed and quality
- *Space*: body shape; contrast in size of movement
- *Relationships*: unison, group action and reaction



## Session 2 structure: Monkey madness

Content	Guidance	Evaluation
<p><b>1. Warm up</b></p> <p>The children recall the 'spic and span' sequence from the previous session. Warm-up jumps in between each cleaning action.</p>	<p>Ensure the children are well spaced and facing the teacher.</p>	<p>Can the children remember the cleaning sequence from last time?</p> <p>Can they keep with the rhythm?</p> <p>Can they perform with strength and speed?</p>
<p><b>2. Monkey madness</b></p> <p>The monkeys help Rama to search for Sita. Introducing monkey gestures on the spot before travelling.</p> <p>Travelling with low-level monkey-like movements in different directions, using shuffling feet, rolling, turning and jumping.</p>	<p>Encourage the children to curve their backs. Make sure the arms are long.</p> <p>Explore rolling softly on their backs, turning slowly and jumping with soft knees. Make sure the travelling is soft and bouncy. Encourage the children to travel in different directions, using all the space, moving in and out of each other.</p>	<p>Does the quality of the movement clearly convey the animal characteristics?</p> <p>Can they roll, turn and jump with control?</p> <p>Do they maintain the soft bouncy quality throughout the travelling?</p> <p>Do they make full use of the space and avoid bumping into each other?</p>
<p><b>3. The wild waves</b></p> <p>In individual space, the children stretch out their arms to the side and make rippling movements as they sway from one side to the other.</p> <p>Begin in slow motion and gradually increase the speed.</p>	<p>Ensure the children begin the movement with their arms, but then sway the body from side to side too.</p> <p>Encourage the use of the whole body, including the head. Make sure they gradually increase the speed, still maintaining the quality of the rippling waves.</p>	<p>Do they use all the body to sway and ripple? The movement should follow through from the arms to the rest of the body including the head.</p> <p>Can they change speed?</p> <p>Do they maintain quality when changing speed?</p>



<b>4. Building bridges - action and reaction</b>  The monkeys form themselves into a bridge so that Rama and his brother can cross.  The class divides into two groups (i: wild waves; ii: monkeys). The monkeys sit around the edge of the space, in monkey-like positions, staring at the waves.  The waves perform the wave sequence, from gentle waves to storm waves.  The monkeys move in character to form a linked line of bridge shapes. The waves become gentle and calm.	Decide on the position of the line across the room.  Emphasise the importance of the quality of the movement to create the contrast between the sea and the monkeys.  Encourage the two groups to discuss and observe each other's work.  Can they all hold their final position in stillness?	Can they remember and perform the sequences accurately?  Do they work co-operatively, making full use of the available space?
<b>5. Celebration</b>  Rama saves Sita and they return to their kingdom. Good triumphs over evil and everyone celebrates.  Using all the space the children skip, wave, spin and turn.  With a partner they skip around in a circle.	Concentrate on the light, happy quality of the movement.  Encourage the children to use all the space.  Make sure that partners relate to each other during the movement.	Do the movements express the happy, joyous mood?  Do they work co-operatively with each other?
<b>Cool down</b>  Thinking about the story and how Divali celebrates good overcoming evil and the return of light to the world.		