

# Dance KS1: Let's Move

## Egg stravaganza!



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

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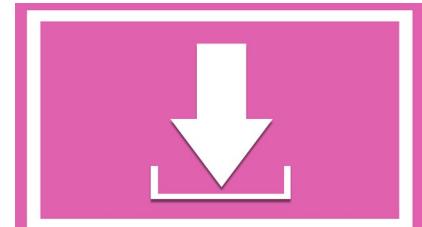
### Introduction

*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 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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# Egg stravaganza!

## 1: Whose egg is this?



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dance session as an  
mp3 file*

Spring is really buzzing and eggs are everywhere in *Egg stravaganza!* First, eggs hatch into all sorts of creatures – insects, frogs, ducks and dinosaurs, with opportunities for lots of animal movements...

The spring time / Easter theme runs through lots of the music of this three-part unit, which often features traditional and world music from France, Eastern Europe and the Balkans, Russia, Greece, Sweden and South America, as well as percussion and kitchen sounds and barrel organ tunes including a Can-Can, a Ragtime, a Waltz and a Tango. Egg-stra-ordinary!

### Lesson summary:

**Warm-up:** follow-the-leader class line, to make a class-circle.

**Insect eggs into insects:** curling up in an insect egg, hatching into a caterpillar, travelling as a butterfly.

**Frogs eggs into baby frogs:** wriggling as frogspawn, dashing as tadpoles, jumping as frogs.

**Duck eggs into baby ducklings:** standing in a line, waddling and swimming gracefully.

**Dinosaur eggs into baby dinosaurs:** stretching, heavy-stamping and freezing in dinosaur-shapes.

**Egg party:** dance like your favourite animal from today.

### Movement focus:

- **Body:** Curled up, stretching, crouching
- **Action:** developing animal movements
- **Dynamics:** light and heavy
- **Space:** varied pathways
- **Relationships:** circle-dance



## Session 1 structure: Whose egg is this?

Content	Guidance	Evaluation
<p><b>Warm up</b> Follow-the-leader class line to make a class-circle.</p>	Holding hands and skipping round in a class circle, first 'clockwise', then 'anticlockwise'.	Are you dancing with light, happy steps?
<p><b>Insect eggs into insects</b> - curling up in an insect egg - hatching into a hungry caterpillar - travelling as a butterfly</p>	Focus on: - curled-up wriggling and squiggling (egg) - slow, strong stretches and pushes (hatching) - sliding and munching (caterpillar) - curling tight again (cocoon) - tiptoe steps and wing-flaps (butterfly).	Is there plenty of contrast between the different stages?
<p><b>Frogs eggs into baby frogs</b> - wriggling and squiggling as frogspawn - dashing this way and that as tadpoles - springing and jumping as frogs.</p>	Focus on: - curled-up wriggling (frogspawn) - changing directions (tadpoles) - crouching low with hands in front, then straightening legs to jump (frogs).	Are you using all the spaces?
<p><b>Duck eggs into baby ducklings (in a group of about four)</b> - standing in a line and waddling - swimming gracefully - alternating between waddling and swimming.</p>	Focus on: - bottom wiggling from side to side (waddling) - light steps and curving pathways (swimming).	Are the ducklings fluffy and comical?
<p><b>Dinosaur eggs into baby dinosaurs (in own space)</b> - stretching inside an enormous egg - stamping with heavy, clumping steps - freezing in different dinosaur-shapes.</p>	Focus on: - stretching arms and legs to make body big - making dinosaur steps heavy, lumbering and wobbly - changing shape and size for each new dinosaur.	Is each dinosaur different from its neighbour?
<p><b>Egg party</b> Choose to dance like your favourite animal from today.</p>	Choose from caterpillar, butterfly, tadpole, frog, duckling or baby dinosaur.	Can your teacher guess who you are from your movements?
<p><b>Cool down</b> Lie down to listen to springtime woodland sounds.</p>	Before next time, think how many things are made of wood.	Can you find out about woodland-management, nature reserves and wildlife groups in your area?



## 2: Boil it, beat it, toss it, eat it!



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

In part two of this *Egg Stravaganza* unit, children egg-speriment with egg recipes, dancing as boiled eggs and egg soldiers, then performing actions for mixing, cooking, tossing and catching pancakes. Here, they also serve up their egg creations in a restaurant scene as waiters and customers.

### **Lesson summary:**

**Warm-up:** skipping in a class circle.

**Boil it:** moving as an egg dancing round in hot, bubbling water.

**Dippy egg soldiers:** travelling in straight lines with rhythmic marching steps.

**Beat it:** after a wriggle and shake, mixing and preparing pancakes.

**Toss it, catch it:** combining pancake actions into a sequence.

**Eat it:** creating a restaurant scene, as waiters and customers.

**Cool down:** yawns, and rolling down to a curled-up position.

### **Movement focus:**

- **Body:** Varied jumps and steps
- **Action:** developing an action-sequence
- **Dynamics:** contrasting slow and strong, with quick and light
- **Space:** straight lines and varied pathways
- **Relationships:** creating a class movement 'scene'



## Session 2 structure: Boil it, beat it, toss it, eat it!

Content	Guidance	Evaluation
<b>Warm-up</b> Warm-up (class circle). Repeat and develop, skipping in a class circle.	Be ready to change direction and skip back the other way.	Is everyone skipping together?
<b>Boil it (in own space)</b> Moving as an egg dancing round in hot, bubbling water.	Start with small bubbling movements; stepping from one foot to the other while tapping hands gently together. Movements gradually build and develop into big, energetic bubbling movements with sudden jumps and large claps!	Are your movements gradually building up to the boil?
<b>Dippy egg soldiers...</b> Travel in straight lines with strong, rhythmic marching steps.	The music is in sections (children stop and salute to a fanfare, between each section).	Are the soldiers standing up straight and tall?
<b>Beat it...</b> After a wriggle and shake, children mix and prepare pancakes.	Focus on big, slow, strong, round mixing actions followed by quick, light beating and whisking actions.	Are your mixing movements slow, heavy and 'difficult', followed by quick, light beating and whisking?
<b>Toss it, catch it...</b> Practising pancake actions, then combining them into a sequence.	Use both hands to hold heavy frying pan – shaking it forward and back over the heat to cook the pancake.  Use both hands to toss the pancake high in the air, step from side to side as you watch the pancake spin in the air, then catch it again.	Is the timing of the movements well-matched to the changes in the music?
<b>Eat it (class in two groups)...</b> Creating a restaurant scene in movement, as waiters and customers.	- Busy waiters carry heavy trays and write down orders. - Hungry customers mime eating either boiled egg and soldiers, or delicious pancakes with lemon juice, maple syrup etc. - Swap groups and repeat.	Is everyone really performing well 'in role' (as waiters or customers)?
<b>Cool down</b> Yawns, and rolling down to a curled-up position.	After all that cooking...and eating...the children are feeling very tired. They roll the top half of body down towards the floor and curl up small.	Is everyone relaxed, ready for the rest of today?



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mp3 file*

# 3: We're going on an Easter egg hunt

For the final part of *Egg Stravaganza!* we go on an Easter egg hunt in the park, passing a ball across a football pitch, balancing and spinning on the playground, clambering over climbing-frames and squelching through mud in a search for four chocolate Easter eggs. On finding the fourth egg, groups of four form a line to sit down, one at a time:

*Four chocolate Easter eggs for you and me.  
One gets eaten...so that leaves three!  
Three chocolate Easter eggs for me and you.  
One gets eaten...that leaves two!  
Two chocolate Easter eggs - yum, yum, yum.  
One gets eaten...that leaves one!  
One chocolate Easter egg - nearly all gone.  
It gets eaten...so that leaves none!*

## Lesson summary:

**Warm-up:** developing circle-dance from parts 1 - 2, adding steps forwards and backwards.

**Easter egg hunt:** exploring secret hiding places around the park.

**Across the football pitch:** passing the ball in an imaginary football-game.

**Balance-beam:** taking wobbly steps along the ground.

**Roundabout:** holding hands to spin round.

**Climbing frame:** clambering over and under different parts of the climbing frame.

**Pond:** walking through sticky, slippy, squelchy mud!

**Trees:** skipping between rows of standing trees, weaving in and out to the front.

**Eggs in a line:** sitting down in turn, in response to a chocolate-egg counting rhyme.

**Cool down:** stretching arms, yawning, resting hands, closing eyes...

## Movement focus:

- **Body:** Feet, arms, legs and whole body
- **Action:** dashing and dodging, spinning, balancing, climbing and skipping
- **Dynamics:** light and heavy, angular and jerky, sticky and slippery movements
- **Space:** straight, curvy and zigzag pathways
- **Relationships:** individual, paired, group and class performance



Content	Guidance	Evaluation
<p><b>Warm-up</b> Developing circle-dance from parts 1 and 2, adding steps forwards and backwards.</p>	<p>Is the class circle well spread out?</p> <p>Practise skipping in a circle (clockwise and anti-clockwise), then add in two steps forward to 'bow' and stand up, then two steps backward to 'bow' and stand up again.</p>	<p>This may need repeating.</p>
<p><b>Easter egg hunt (in follow-the leader pairs)</b> Exploring secret hiding places around the park.</p>	<p>Take turns to lead partner along chosen route, focusing on different pathways - straight, curvy, zig-zag etc.</p>	<p>Are your skipping-steps light and happy?</p>
<p><b>Across the football pitch...</b> Passing the ball in an imaginary game of football.</p>	<p>Dash, weave and dodge across the football pitch.</p> <p>Stretch up tall and reach up to the top of the goal-post to find your first Easter egg.</p>	<p>Are you collaborating well with your partner?</p>
<p><b>Balance beam</b> Taking wobbly steps along the ground.</p>	<p>Stretch arms to the side to help balance.</p> <p>Keep looking out for eggs.</p>	<p>Are your steps really wobbly?</p>
<p><b>Roundabout (in pairs)</b> Holding hands to spin round.</p>	<p>Face your partner and hold onto both hands tightly. Don't get dizzy!</p>	<p>Can you spin together in time with the lilting waltz rhythms?</p>
<p><b>Climbing frame</b> Clambering over and under different parts of the climbing frame.</p>	<p>Let go hands from your partner, to free up your whole body. To reach the egg here, bend the top half of body forwards (similarly to the warm up).</p>	<p>Are your movements angular and jerky (like the Tango music)?</p>
<p><b>Pond</b> Walking through sticky, slippy, squelchy mud!</p>	<p>Stay close to your partner. Show how hard it is to walk in mud. Then crouch down for the third egg behind a clump of grass.</p>	<p>Are your steps slippy, sticky and squelchy?</p>
<p><b>Trees (two pairs together in a row)</b> Skipping between rows of standing trees. Weaving in and out to the front.</p>	<p>Spread out so that the 'back' person can weave in and out to the front.</p> <p>Then the next 'back' person repeats, and so on.</p> <p>Reach high up into the tree for the fourth chocolate egg.</p>	<p>Are your weaving steps happy and skipping?</p>

<b>Eggs in a line...</b> Sitting down in turn, in response to a chocolate-egg counting rhyme.	In group-lines of about four - each person represents one Easter egg. The 'Easter eggs' take it in turn to sit down (starting at the back).	Does everyone wait patiently for the right moment to sit down?
<b>Cool down</b> Stretching arms, yawning, resting hands, closing eyes...	Arms stretch up above head, then out to the sides, then down to the floor.	Is everyone relaxed and ready for Easter?