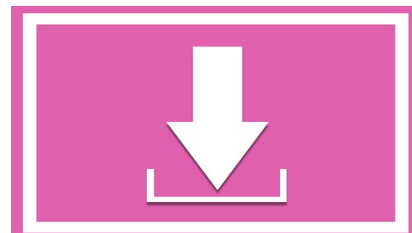


# Dance KS1: Let's Move

## Folk dance from around the world



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)

### 1: African folk dance

*Go to webpage*



### 2: Greek folk dance

*Go to webpage*



### 3: Irish folk dance

*Go to webpage*



### 4: Indian folk dance

*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.



- 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:  
BBC Teach  
3rd Floor Bridge House  
MediaCityUK  
M50 2BH



# Folk dance from around the world

During the course of these five sessions the children will have the opportunity to learn four new dances from different countries: Senegal and The Gambia in West Africa, Greece, Ireland and Northern India.

Each dance focuses on one particular dance theme. The dances are not always as they would be seen in their country of origin - they have been devised by dance experts in each field to suit the age-range for *Let's Move!*

They use traditional movement and structure, which has been simplified to make it accessible to your children. Some of the dances are individual, some are in groups, and the dance from Greece can be performed in groups or with the whole class.

## **Music:**

The programmes use a varied mix of traditional, ethnic, modern and specially composed music, which in some cases has been slowed down to allow the children to practise the dances at an appropriate pace. The music is repeated at normal speed and without the presenter's voice at the end of each programme; ideal for performance use.



# 1 African folk dance

*A celebration dance from the Wolof tribe of Senegal and The Gambia*



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

## Lesson summary:

1 Dancing in shape - learning the dance, step by step.

This includes learning the stance, and then moving in shape - walking and jumping forward and back. Each travelling section is separated with a lively bounce and clap on the spot; knees bending up and down in time with the music.

2 Dance your own celebration dance - free, lively movement responding to the music and using ideas from the programme.

3 Music resource: 'Immigres' by Youssou N'Dour. Duration: 01' 19" (All the music for this programme is from *The Best of Youssou N'Dour*, a musician from Senegal: 'Immigres' / 'Miyoko' / 'Medina')

## Movement focus:

The main focus of the session is to get the children moving in shape. The whole dance is performed in the Sitting Position (see diagram). Children stand with feet parallel, not too far apart, knees bent, back straight. It's as if you're just about to sit down on a chair! It is this shape, together with the hand movements, which gives the dance its uniquely African feel.

## Dance framework:

Walk forward and back.

Bounce and clap on the spot. Jump forward and back. Bounce and clap on the spot.

Repeat for as long as the music lasts.

## Note on performance:

If you are planning to perform the dance - in assembly or on a similar occasion -, you could arrange the children in groups. The dance works in small circles, or in travelling lines, which could weave between each other. Make sure the children are confident with the movement before you ask them to work in groups, and when they do, encourage good spacing so they don't bump into each other when they move backwards.



*The whole dance is performed in the 'sitting position': children stand with feet parallel, not too far apart, knees bent and back straight (as if about to sit down on a chair!)*



Time	Content	Guidance	Evaluation
00 00	Introduction		
00 47	Clapping and bouncing on the spot; knees bending up and down with the music.	These warm up activities include an introduction to the sitting position.  Children clap and bounce in time with the music – one clap for each bounce.	Are the children trying hard with the shape? It will be important throughout the dance.  Do they move with the music?
01 20	Music. For above.		
01 52	Moving in the 'sitting position' shape – children walk forwards with small, bouncy steps to the music (see diagram above).	This shape is tricky to sustain at first. The children stand with feet parallel, but not too wide apart. Knees are slightly bent and the back is straight.	Do the children understand the feel of the shape and make it relaxed, natural and bouncy?
02 33	Music. For above.		
03 04	Stepping forward and back in shape. Forwards four steps and back.	The walk should use small steps and be happy and bouncy.	Are the children moving in shape?
04 30	Music. For above.	Encourage children to keep to one kind of step for each rhythm. Concentration is vital here!	Do the children respond to the music appropriately?  Do they show variety in their steps, eg heavy/light?  Are they aware of others when moving around?
05 10	Learning the arm movements – palms flat and facing out to the front; pull one hand in towards chest as the other pushes out.	This arm movement is very light and graceful. It's not so much a push and pull as forward and back, with a slight lift as the arm goes out. If the children find it difficult, then just forward and back will do.	Are the children managing to move their arms in and out alternately?  If so, can they do it lightly and gracefully?
07 00	Stepping forward and back – using arms as well.	This is a tricky moment. The children add the arm movement to the stepping. Give time for practice. Don't worry if the arm movements aren't clear – they'll need time to get it right.	Can the children combine the travelling steps and the arm movements effectively?
07 41	Music. For above.		
08 07	Pause programme as necessary to replay and practise.		



08 09	Jumping forward and back.	The children can jump forward for 8 beats and back for 8 beats – still in the 'sitting position' shape. Small, light, bouncy jumps; keeping feet together and knees bent all the time. This should be good fun!	Do the children jump in time with the music?  Are they jumping forward and back, bending their knees to land safely?
09 02	Music. For above.		
09 37	Recap bouncy knees – bending and stretching knees up and down, and clapping with the music.	Bounce on the spot in the 'sitting position', with a clap for each bounce.  When the children put the dance together, this movement will go between each section of the dance.	Can the children bounce and clap to the beat?
10 31	The whole dance.	The children are talked through the whole dance – enjoy it with them!	Are the children really having a go at this lively dance – and enjoying it?
11 55	Music and guidance for whole dance. Keep going and repeating the dance to the music.		
14 40	Children make up their own happy dance.	The children make up a dance using their own ideas and / or movements already practised during the programme – clapping, bouncing, jumping, hopping and skipping.	Is there a variety of movement?  Are the children expressing happiness and moving with the music?
15 48	Cool down. Relax to the calm music. Think about the moves completed.		
16 45	END		
16 48	Music resource.		





## 2 Greek folk dance

*Khastorias: a circle dance from Greece*



Click to download this  
dance session as an  
mp3 file

### Lesson summary:

- 1 Running freely and happily.
- 2 Learning the 'step, step, step, hop' pattern.
- 3 Making a deer shape.
- 4 Learning the dance:
  - keeping the circle round
  - step one: step, step, step, hop
  - step two: stepping in and out of the circle in deer shape.
- 5 The whole dance.
- 6 Music resource: Kastorias. Duration: 01' 21"

### Stimulus:

The children will learn a simplified version of a circle dance from Northern Greece about a deer walking through the forest. They dance it all together as a class, in one big circle or two smaller circles.

Circle dances often have two or three movements repeated over and over again, so the dancers can concentrate on the circle itself, and dancing with each other, so that anyone can join in.

### Music:

*Khastorias*, played by Barry Gibson  
Additional music composed and played by Barry Gibson

### Movement focus:

The main focus of this programme is to encourage the children to move smoothly together as a group, watching each other, and enjoying the sociable feeling of circle dancing together.

### Dance framework:

The children dance in a circle.

Step one - facing round the circle, holding hands, travelling with small steps in a step, step, step, hop pattern.

Step two - facing into the circle, making an antler shape, stepping in and out of the circle and bowing.



## Session 2: Greek folk dance

### Note on performance:

If you wish to take this dance further, you could try it in smaller circles, or in two circles, one inside the other. You could also dance it in lines, travelling around the room in different patterns. Since the basic steps are simple you might like to devise another one with the children and add it to the dance – so that for one link they bow with the deer, for the next they wave with the trees, or similar.

Time	Content	Guidance	Evaluation
00 00	Introduction to dance. Describes a deer and its movements.		
00 55	Move in and out of the spaces, like a deer.	The children weave in and out of the spaces with small, light steps; they watch out for each other as they go.	Do the children move lightly and freely? Are they weaving?
01 47	Learning the 'step, step, step, hop' pattern.	Children need to listen carefully and move in time with the music.	Are the children maintaining the step pattern and moving with the music?
02 15	Music. For the above.		
02 49	Making the antler shape.	This shape will be used in the dance that the children are learning today. Note that their hands should be facing inwards, across the sides of their head.	Can the children get into the antler shape quickly?
03 58	Opportunity to pause the programme so that the children can practise making the antler shape.		
04 02	Stand up. Step, step, step, hop, + antlers.		
05 02	Repeat		
05 27	Stop and rest.		
05 47	Starting the dance – moving round the circle. Holding hands and all facing the same direction to walk round the circle with the music.	It's important the children understand they are trying to work together as a class to keep the circle moving smoothly. Ask anyone who is pulling to cooperate.	Do the children work together, moving smoothly with no running or pulling?
06 45	Walk in circle to the left.		





07 30	Moving round the circle with the step, step, step, hop pattern. The children are holding hands, with their hands slightly raised – to about shoulder height.	It's worth taking time to help the children with this step. However, if any of them find it difficult, it's fine just to walk round as before.	Do the children move in time to the music?  Are they having a go at the step?
08 29	Music. For above.		
09 10	Learning the second step – stepping slowly into the middle of the circle.	Note that this move is at half the speed of the step, step, step, hop.  The children step in and out of the circle twice in the final dance.	Do the children listen and move carefully?
10 41	Music. For above.		
11 00	Stop and evaluate.		
11 15	Adding the antlers and bow	As the children step into the circle they bow and lift their heads up again as they step back. All this is done in the antler shape. Give the children some extra time if they need it as they have to get into this position quite quickly in the dance.	Do the children make the antler shape?  Do they bow as they step in and out?
11 39	Music. For the above.		
11 54	Stop and sit down.		
12 08	Putting the two steps together. Presenter recaps the steps, then children stand holding hands, ready to turn left.	This is a bit tricky. The children need to move smoothly from the first step to the second and then back again to the first as the dance progresses. They have to drop hands for the second step and join hands again for the first. Note that there is a clear change in the music for the two steps.	Are the children beginning to think ahead, anticipating when the steps change?  Do they hold hands at the right time?  Can they make the antler shape quickly?
13 00	Music. For the above.		
13 33	Stop and sit down.		



14 46	Repeat dance - dancing the full circle dance.	<p>Help the children to enjoy practising the dance. If they make a mistake, encourage them to pick up the movements again when they can and carry on.</p> <p>Help them to improve the flow of the dance as they gain confidence, moving smoothly from one step to the next.</p>	The crucial thing is that the children enjoy circle dancing together, all contributing to the look and feel of the dance.
16 16	Cool down. Relax listening to the music.		
16 54	Music resource. Music for the complete dance.		



## 3: Irish folk dance



Click to download this  
dance session as an  
mp3 file

### Lesson summary:

- 1 Skipping with upright posture and high knees.
- 2 Learning the traditional swap step.
- 3 Circle left - holding hands, skipping round in a circle.
- 4 Circle right - as above.
- 5 Swap step into middle of circle, and back out again.
- 6 Stamp and clap on the spot.
- 7 The whole dance.
- 8 Music resource: Circle dance. Duration: 01' 08"

### Movement focus:

This session focuses on some of the main characteristics of traditional Irish dancing: posture - upright with straight back, arms down by the sides; footwork - light, energetic steps, lifting knees high; and rhythm - responding appropriately and moving with the music.

The dance uses movements experienced in the English folk dance session - see the unit called *British Folk Dance* - but with specific steps from the Irish folk tradition.

### Music:

A selection of Irish reels:

*Paddy on the railroad* played by The Gallow Glass Ceili Band

*Eavesdropper* played by The Adrellis Ceili Band

### Dance framework:

Circle left (clockwise).

Circle right (anti-clockwise).

Into the middle and out with a special swap step. Stamp and clap.

Repeat through music.

Teachers! Your class can learn the circle dance in one big circle, or, if you're short of space, divide the class into groups to make smaller circles. Please note that the steps as described are only going to be achieved with practice. It's important that the children enjoy having a go at them during the session; you can develop the dance and polish it using the music at the end.



## Session 3: Irish folk dance

	Content	Guidance	Evaluation
00 00	Introduction Warm up. Listen and clap hands to the music. Stop and sit down in a space.		
00 51	Information about Irish folk dance; top half of body still, arms at side.		
01 40	Use the music to skip and dance with a straight back, arms down by sides and very high knees, moving freely in and out of the spaces.	Encourage the children to dance freely but to focus on their posture and footwork. Where are they travelling?  Are they lifting their knees high?	Are the children maintaining an upright posture and lifting knees high?  Are they using interesting pathways and moving with the music?
01 54	Music. For above.		
02 26	Stop and sit in a space.		
02 40	1 Learning the traditional swap step. i) Lift and swap. The children lift one foot high, hold it a moment, then jump and swap their feet over. Practise several times without the music. ii) Rocking forward and back. Coming out of the swap, the children step forward with the raised foot, then back onto the other foot; rocking their weight forward and back.	i) This is tricky. The feet simply change places, but it takes a bit of stamina to achieve it. Give the children a chance to practise, but at this stage, it's the trying that's important. ii) Again, this is tricky, but will begin to make sense as the children keep practising. Feet are lifted high, especially at the swapping stage. Demonstrate to the children so they can see the movement.	i) Are the children thinking about what their feet are doing, and trying hard?  Are they lifting them high just before the swap?  ii) Are they listening, thinking and beginning to understand the step? Stop and talk them through it in rhythm if you need to.
04 12	Rest, then practise step again without the music.		
05 00	Stop and listen.		
05 15	The steps are described to the music.		
05 33	Pause the programme to practise.		
06 18	Music. To dance the swap step.		



06 45	2 Learning the dance Circle left. The children join hands in a circle and skip around to the left (clockwise). Circle right. The children skip round the circle to the right (anticlockwise).	Listen and move to the rhythm and phrasing of the music.	Are the children co-operating well and maintaining the circle shape as they skip round together?
07 47	Music for above with presenter guiding.		
08 18	Music to repeat the other way		
08 45	Music to repeat movement both ways.		
09 05	Stop and listen.		
09 13	Into the middle and out. This uses the swap step the children learned at the beginning of the programme.	The step uses a 1 2 3 (4), 1 2 3 (4) pattern. Four in and four out. So it's swap rock rock, swap rock rock, swap rock rock into the circle and then the same to come out again. NB If this is too difficult, encourage the children to focus on lifting their knees high and keeping an upright posture as they move into the middle of the circle and - back out again.	Are the children trying to achieve the step?  Are they aware of the rhythm?
09 42	Practise without the music.		
09 54	Stop.		
10 02	Practise without the music.		
10 36	Music. For above. Then pause the programme to practise.		
11 06	Make a circle and sit down to listen.		
11 18	Stamp, stamp, clap-clap-clap (x 4) on the spot.	Standing upright in their class/group circle, the children stamp and clap then hold hands and the dance begins again.	Are the children stamping and clapping correctly and all together?  Are they maintaining an upright posture?
11 47	Repeat to the music.		



12 05	Once through the dance.	The children put all the moves together as they go through the whole dance once.	Are the children moving smoothly from one section of the dance to the next – listening and responding to the rhythm and phrasing of the music.
13 19	The whole dance through with calls to the music.	Help the children to predict which move is coming next as they dance.	Are they thinking ahead and are they enjoying the dance?
14 49	Repeat of whole dance, with presenter reminding of the moves.		
16 20	Cool down. Listen to the music and relax. Think of the moves we've done today.		
17 25	FINISH		
17 30	Music resource. To dance whole dance.		





## 4: Indian folk dance



Click to download this  
dance session as an  
mp3 file

### Lesson summary:

- 1 Traditional travelling step (with optional arm movements).
- 2 Turn on the spot - bringing hands up above head, as if holding a big water pot.
- 3 Flutes - skipping, with hands in traditional flute-playing gesture.
- 4 Put the whole dance together.
- 5 Music resource: *Ararara* by Gulabi Sopera. Duration: 01' 06"

### Stimulus:

This is the most complex of the four dances in the unit, but once the children have learned the steps, the dance will be 'called' by Howard, making it easier to follow. The children learn a dance specially devised for them using folk-dance steps and gesture from Northern India.

### Music:

Folk music of Rajasthan, which includes instrumentals and vocals.

### Movement focus:

The main focus of this programme is precise, fine gesture and controlled movement. Again, the children are working in groups, in circles. Once they have learned the steps, they can, if you wish, work in travelling lines.

### Dance framework:

Bouncing step round in circle, see-saw hands (optional).  
Turn on the spot.  
Skip round the circle playing flute. Turn on the spot.  
Repeat the dance to the end of the music, and hold last shape to finish.



*Bouncing step: one foot flat on the floor, the other just behind, on its toes.*



*See-saw arms: hands held out, one on each side, palms facing up, elbows bent slightly.*



## Session 4: Indian folk dance

	Content	Guidance	Evaluation
00 00	Introduction. Listen to the music. A graceful Indian dancer uses head, feet, hands and bodies.		
00 55	Introduction of first step, the basic 'bouncing' step (see diagram above).  One foot flat on the floor, the other just behind, toes on the floor only. The flat foot always leads and the step is almost a shuffle, with hips moving from side to side.	This step is very typical of this style of dance and will give the dance the right feel. However, if you feel it is too difficult for some of your younger children, you can substitute skipping. All the children in the group need to do the same step though.	Watch the foot shape – are the children managing the small steps with one foot flat on the floor and the other on toes?  Are they swinging their hips in a relaxed way?
01 50	Practise the step without the music to begin with.		
02 08	Music for above.		
02 27	Stop and sit in own space to listen.		
03 00	See-saw hands with wiggling hips (optional addition to bouncing step). The children hold their hands out wide, one on each side, palms facing up, with slightly bent elbows. As one hands goes up the other goes down – in a see-saw gesture (see diagram above). The bouncing step and wiggling hips continue. Alternatively the children could just rest their hands on their hips.	Help the children to focus on the step as well as the arms.	Are they listening to the music and moving with it?  Are they moving gently in the step, with arms well raised and precise gesture.
04 10	Dance sequence twice through to music.		
04 36	Stop and rest. Choose some pairs to show their dances to the rest of the group if you have time.		
04 42	Turn. The children turn once on the spot, finishing with hands above their heads, as if holding a big pot of water.	This movement is quite fast and punctuates the dance to a very distinctive phrase of music.	Are the children controlling their turn?  Are they turning once?  Have they got a good finishing shape, which they hold?



05 24	Music for above.		
05 53	Flutes. The children skip round the circle holding their hands in a traditional 'flute' gesture, often used to represent Krishna.	Take some time to show the children the gesture clearly. Elbows should be high.	Can the children get into the gesture quickly as they skip?
07 13	Music. Make flute shape and skip along to the music.		
07 41	Stop in a space. Sit down. Recap on what has been learnt.		
08 07	Get into a circle.		
08 20	Putting the dance together. The children learn the presenter's call words for the dance: 'bouncy step', 'seesaw hands', 'turn' and 'flutes'. The emphasis is on fun as he calls the various sections and the children try to remember what to do. All the calls are closely connected with the movements.	Give the children time to learn the sequence of the dance and, if they get stuck, encourage them to pick up the movements again and carry on.	Are the children trying hard to relate the call words to the dance?  And most important – are they enjoying it?
09 16	Music for first phase of dance.		
09 32	Recap of movements.		
09 56	Music for children to practise.		
10 22	Pause programme if you wish for further practice.		
10 25	Presenter recap on turning on the spot.		
10 37	Music for above.		
10 40	Presenter recap on flute gesture.		
11 08	Music for above.		
11 25	Presenter recap on end of dance and hands above head as if holding water pot.		
11 43	Music for above.		
11 53	Sit down. Presenter introduces 'call' names.		
13 38	Music with presenter guiding using call names.		



14 20	Rest. Repeat x 2 to the music.		
14 44	Music with presenter guiding.		
16 02	Cool down. Relax, move into a space and sit down. Listen to the music. Weave hands up and down.		
17 15	FINISH		
17 19	Music resource		