

# Dance KS1: Let's Move Greedy Zebra

based on the story by Mwenye Hadithi, published by Picture Knight, Hodder & Stoughton, 1984



Howard Ward presents this unit of Dance KS1: Let's Move

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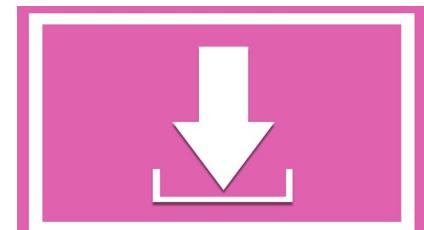


## Introduction

*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.

Look for the download icon on each of the webpages or in these Notes to download an mp3 of each dance session



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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# Greedy Zebra

based on the story by Mwenye Hadithi, published by Picture Knight, Hodder & Stoughton, 1984

## 1: Time for change



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dance session as an  
mp3 file*

### Summary:

- Warm up
- Introducing the story: travelling through the forest, up, down, over and under
- The ground moves: balance and control; shaking and collapsing
- Creating a new animal: how does it move?
- Relax

The children are taken through the story, moving with the moods, feelings and action.

### This session focuses on:

- Introducing the story
- Moving to words and music
- Exploring space and levels
- Balance and off balance
- Body shapes and tensions

### Content:

**1 Through the leafy forest:** Using the words and music as their stimulus, the children are guided through the first part of the story. They begin by imagining moving through a leafy forest, exploring the space up and down, over and around, and squeezing through squashed places. The atmosphere is quiet and eerie, but nothing changes: the sounds are always the same.

**2 Under your feet:** As the ground beneath them begins to rumble and move, the children experiment with movement ideas based on balance and losing your balance. This progresses to being shaken and tossed about. They explore different body shapes and tensions as they collapse and stretch.

**3 Inside the cave:** Discovering the beautiful skins and horns, the children show their excitement, as they create their own animal and think about how that animal might move. Then they show each other what they have made.

**4 Final thought:** Relaxed, lying flat and looking up at the ceiling, the children imagine what their animal might have looked like.

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



## 2: News travels fast

### Summary:

- Warm up
- The next part of the story
- Travelling quickly and slowly: how long will it take?
- Reaching and stretching: looking for more food
- Growing bigger and bigger
- Relax

### This session focuses on:

- Contrasting movement
- Travelling
- Reaching and stretching
- Body shape
- Part two of the story

The children listen to the next part of the story, as the news travels about the wonderful cave and all the animals rush to look - except one.

### Content:

**1 Off to the cave:** Thinking about contrasting movement ideas, the children explore different ways of travelling, quickly and very slowly. They are encouraged to think about the time a journey takes at different speeds.

**2 Who gets there first?** The children try out all the different ways of travelling mentioned in the story. They run, jump, and slide, and they swing and slither through the trees. Again, the emphasis is on the speed at which they move, as well as the body parts they use.

**3 Who gets there last?** Greedy Zebra cannot resist the juicy grass he sees on his way to the cave. The children experiment with the idea of eating as they travel, taking food from all around, reaching, stretching, twisting and pulling, weaving in and reversing out of spaces. They move more and more slowly as they imagine getting bigger and bigger, fuller and fuller. Finally, they freeze in Greedy Zebra shapes. Since this is all based on the narrative, you may need to remind the children of the story sometimes.

**4 Final thought:** Melting down to the floor from their final position, the children think about the story so far, and what might happen next.

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dance session as an  
mp3 file*



# 3: Spots, stripes and a stitch in time

## Summary:

- Warm up
- Flicking and dabbing paint to make your own design
- Cutting cloth: shapes on the floor
- Sewing the cloth: following one finger
- Parade: showing off their new skins
- Relax

## This session focuses on:

- The next part of the story
- Gesture
- Pathways
- Body shape
- Travelling

## Content:

**1 Make it yourself:** Working on their own, the children begin to design their own material. Imagining the cloth to be laid out on the floor in front of them, they dip hands, feet and gigantic brushes into bright colours, to flick, dab, spill, spot and create their own patterns and pictures all across the material.

**2 Cut it out:** Using feet as cutters, the children mark out and snip round the shapes for their coats. With one chosen finger as the magic needle, they follow the thread in and out, forwards and backwards, stitching their imaginary coat.

**3 Try it on:** Once ready, they slip, wriggle and mould the coat to their shapes. Does it fit?

**4 Who are you now?** Moving as the new animals they now are, the whole class put their needles away in a safe place, then set off to look for Greedy Zebra. They make a class circle, imagining Greedy Zebra inside it. They parade round him, showing off their new coats, to encourage him to have a go.

**5 Final thought:** Sitting on the floor in their circle, the children imagine how they might look in their new skins, and how they could make them even better.



# 4: Zebra's lesson



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mp3 file*

## Summary:

- Warm up
- Wandering journeys
- Gestures: showing spots, stripes and mane
- Squeezing into tight clothes Show off the new skin in a parade
- Relax

## This session focuses on:

- Contrasts in travelling - wandering and purposeful
- Meeting and greeting
- Gesture
- Body shape
- Following

## Content:

**1 Warm up:** In the last part of the story, the children imagine themselves to be the Greedy Zebra as he enters the cave.

**2 Take your time:** Working on their own, the children imagine going on a journey where they often wander from the path. As they meet others, they greet them, then say goodbye as they pass. Careful footwork and simple rhythmic steps help Zebra on his way.

**3 Show what you mean:** With clear gestures, the children show the spots, stripes and horns that Zebra decides to have. Help them to understand the requirements and to exaggerate the movement to make it really clear.

**4 Squeeze in:** Disappointment for Zebra as he arrives at the cave, then a squeeze and squash into his new skin, made from the leftovers. Gesture with different body parts shows how the skin splits and tears.

**5 Zebra procession:** This time, Zebra keeps to the path, not getting distracted. He shows everyone his new stripes, which don't look so bad after all!

**6 Final thought:** As the children relax, they consider: why did Greedy Zebra find the cave almost empty? What did he do wrong?

## Further activities for *Greedy Zebra*

### ENGLISH

- Think of an animal - any animal. Imagine that your animal is not happy with the choice of skin and horns that it made in the cave. How will it change itself? Tell someone, or maybe draw a picture.
- You're going on holiday and it's going to be very hot (or cold). Make a list of what you will need to pack in your suitcase.
- Make a collection of stories that have animals in them. Ask the children to write or tell a story themselves. In the same way, think of nursery rhymes or poems that mention animals.

### MATHEMATICS

- Let the children suggest words that describe size: tiny, wee, enormous, massive. Make worksheets for the children to record the animals according to size: for example, animals taller/smaller than me, animals taller / smaller than my teacher.
- Categorise animals according to the number of legs they have.

### PE

- Consider the way animals move: slither, jump, hop, run, leap, climb.

### ENVIRONMENT / SCIENCE

- Talk about how animals have adapted to their environment. What happens if their environment is destroyed or the animals are moved away?
- Look at and experiment with different materials. Think of them in terms of suitability for heat, cold and waterproofing.

### HEALTH

- Which foods should we eat to keep healthy? Which should we avoid? Use food wrappers, labels and adverts to make a display of 'good' and 'bad' foods. Talk about teeth and the importance of looking after them. Ask a dental hygienist to come and talk to the children. Perhaps the children could visit a local dentist as a class or in small groups. Show them x-rays of a jaw.