

# Dance KS1: Let's Move

## Handa's Hen



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

### 1: The hen hunt

*Go to webpage*



### 2: Look what we found!

*Go to webpage*



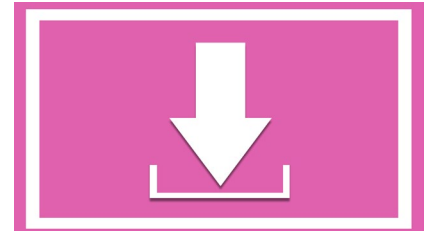
## Introduction

*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.

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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# Handa's Hen

## 1: The hen hunt



Click to download this  
dance session as an  
mp3 file

In these dance sessions the children will explore different dance ideas stimulated by the story of *Handa's Hen*, by Eileen Browne, which is set in Kenya. They will learn a traditional style dance that requires rhythmic actions and they will explore pathways and levels on an imaginary hen hunt. They will also use a range of actions and dynamics that relate to some of the animals in the story.

### Lesson summary:

The children will learn an African style circle dance using simple movement patterns and will then go on an imaginary hen hunt, working alone at first and then with a partner. Actions reinforce prepositions such as 'behind', 'under' and 'in' and verbs such as 'hunt', 'peer', 'peep', 'search' and 'look'. On their journey they discover butterflies and mice.



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From *HANDA'S HEN* by Eileen Browne  
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[www.walker.co.uk](http://www.walker.co.uk)





## Session 1 structure: The hen hunt

Content	Guidance	Evaluation
<b>Warm-up: The Hen Dance</b>	In a class circle, the children learn and perform a pattern of gestures based on feeding and mimicking the hens: scattering the feed, pecking (heads), flapping wings (elbows) and scratching the earth (feet). Then they circle around - taking 8 chicken steps in one direction and 8 steps back again.	Can the children keep with the beat and remember the sequence of actions?
<b>The Hen Hunt begins</b>	Children creep quietly away from the class circle, following their own pathways into a space. Encourage them to step carefully and lightly (tiptoe).	Can the children move independently and show a clear pathway?
<b>Searching high and low...</b> All around the hen house.	Children travel to different spaces and stop to search all around for Handa's Hen - first stretching high and bending low, then stepping silently around the hen-house in a small circle.	Can the children move imaginatively as they search for Mondri?
<b>Fluttery Butterflies</b>	Link thumbs to make butterfly hands that flutter high, low and all around to make patterns in space. Could be performed sitting, if the children need to rest.	Can they keep watching their hands to follow the butterfly movements?
<b>Searching...</b> Under the grain store.	Creep silently through the spaces to search again. Stop and bend low to search 'under the grain store'.	Does the quality of their movements convey their involvement with the story?
<b>Three Stripy Mice</b>	Children bend legs to crouch low and tuck hands under chin like paws. They scamper to a new space and bob up and down with quick, sharp mouse like movements. They repeat this in different spaces	Can the children move lightly and quickly with strong focus?



<b>Hunting together</b>	<p>In pairs, one behind the other, the children create their own hen hunt with clear pathways. They stop to look over, under and in different places.</p> <p>Partners swap places and repeat the sequence. Pick out some good examples of leading and following to share.</p>	<p>Can the children create their own route?</p> <p>Are they aware of the space and of others?</p> <p>Can they lead and follow?</p>
<b>Cool Down: Fluttery Butterflies</b>	<p>Same partners. Sitting facing each other. Hands flutter lightly to make patterns in space. Take turns to mirror each other's actions.</p>	<p>Can they watch carefully and mirror each other's actions accurately?</p>



## 2: Look what we found!



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

### Lesson summary:

The children practise and repeat the Hen Dance (as a warm up). Throughout the session they create their own hunting sequences.

They explore contrasting actions suggested by more of the animals in the story before discovering the hen and her chicks. The session ends with a celebratory Hen Dance.





## Session 2 structure: Look what we found!

Content	Guidance	Evaluation
<b>Warm-up: The Hen Dance</b>	Standing in a class circle, the children recall the actions of feeding the hens, pecking, flapping and scratching the earth. Then they circle round together - taking 8 chicken steps in one direction, and 8 steps back again.	Can the children perform the actions with accuracy and a sense of rhythm?
<b>The Hen Hunt</b> - through the long, wavy grass	Children step silently away from the class circle to search again for Handa's Hen. They travel slowly through the long grass using their hands to clear the way.	Can the children move slowly and carefully?
<b>Jumpy Crickets</b>	The children jump from two feet to two feet in a zig-zag pattern. Encourage them to swing their arms backwards and then forwards as they jump high, and to bend their knees to land softly. They stop and rub their legs together to imitate the crickets' actions (explain how crickets make their noise). Repeat actions with the music.	Are they able to jump from two to two feet?  Can they land softly?
<b>Hen Hunt</b> - all the way to the water hole	The children choose their own hunting pathways and actions to follow the footprints to the water hole.	Can they move with imagination and focus?
<b>Spoonbills</b>	The children take slow steps on long legs. Hands on hips. They make dipping actions with their heads. Encourage them to bend and stretch each leg as they step, pointing their toes.	Can they control their stepping? Pick out effective examples.
<b>Hen Hunt: What's that noise?</b>	The children peep under the bush with Handa and Akeyo... 'Look it's Mondri with ten baby chicks!'	Do they convey a sense of excitement and wonder?



<b>Hurry, scurry and skip</b>	Choose a leader for the children to follow as they scurry and skip with small, light steps. Skip round to join the two ends of the line together to make a class circle.	Can they keep their place in the line?
<b>The Hen Dance</b>	Perform the Hen Dance one more time to celebrate new life!	Do they show confidence in their performance?
<b>Cool down</b>	All face outwards and stretch out along the floor on hands and feet.	Could the children remember the different animals they met on the hen hunt?