

# Dance KS1: Let's Move

## Here come the clowns!



### 1: Juggling, stilts and tightropes

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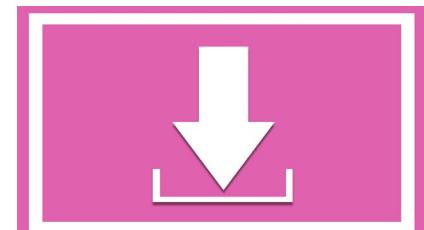
### Introduction

*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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# Here come the clowns!

## 1: Juggling, stilts and tightropes



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

This is a two-part unit set in the circus under the Big Top. The first session concentrates on practising and performing circus skills. These include juggling, walking on stilts, walking on stilts while juggling, tightrope walking and jumping on a trampoline.

### Lesson summary:

**Warm up:** Stretching and uncurling.

**Marching in the Big Top:** March around, with shoulders back and head held high.

**Juggling:** Using arms and hands to mime quick juggling actions.

**Skipping:** Moving around the Big Top, swinging arms and raising knees high.

**Unicycling:** Balancing and actions.

**Juggling on a unicycle:** Combination of pedaling and juggling actions.

**Stilt walking:** Stilt walking actions, stiff and slow.

**The tightrope:** Climbing the ladder then careful balancing actions and jumping to finish.

**The final performance:** Using the actions and moves previously used to create a final performance.

**Cool down:** Time to relax with gentle leg lifts and deep breaths!

### Movement focus:

- **Body:** arms, legs, knees, hands
- **Action:** circus skill movements with particular concentration on arm and leg actions
- **Dynamics:** slow, precise movements along with fast and free actions
- **Space:** varying pathways, using space in the Big Top being mindful of others positions
- **Relationships:** mostly individual work.



## Session 1 structure: Juggling, stilts and tightropes

Content	Guidance	Evaluation
<p><b>Warm up</b> Circus performers warming up</p> <ul style="list-style-type: none"> <li>• Stretches up straight</li> <li>• Crouching down</li> <li>• Stretches including hands and fingers</li> </ul>	Slow stretching with the music as a guide. Getting the body ready for the circus moves ahead.	Is everyone ready to perform in the Big Top Circus tent?
<p><b>Marching in the Big Top</b> Marching around as a proud circus performer, with shoulders back and head held high. Arms swing and on the second march, smiling and waving.</p>	Get everyone marching independently along their own pathways. Focus on moving arms and legs in time with the music.	Can you keep in time with the rhythm of the music? Can you avoid other performers?
<p><b>Juggling</b> Standing in a space with feet apart and both arms out in front, pretend to throw balls with one hand and catch with the other. More balls are added to the juggling actions.</p>	Get the children throwing and catching the balls, concentrating on miming the juggling actions.	Do the throwing and catching moves match up?
<p><b>Skipping</b> Move to a new part of the Big Top. Lifting knees high and swinging arms.</p>	Moving in time with the music using individual pathways.	Can they skip in time with the music?
<p><b>Unicycling</b> As if on a unicycle - balancing with arms and cycling with legs.</p>	<p>For balance, stand up straight, stretching arms out to the sides in a T shape.</p> <p>Circle shapes with legs and feet - lift up the knee, slow kick, point toe, and back and repeat.</p>	Can the leg movements be done with a smooth action while retaining the upper body balancing position?
<p><b>Juggling on a unicycle</b> Combine juggling arm actions with the unicycling leg movements.</p>	Throwing and catching balls with precision, in combination with circling legs and feet movements.	<p>Are the juggling movements and leg/foot cycling movements co-ordinated?</p> <p>Can the moves be done smoothly as a performance?</p>
<p><b>Stilt walking</b> Pretend to walk on stilts. Hands held tight to the chest and elbows sticking out like wings to hold the top of the stilt. Body and legs are straight and stiff. Each step should be out and a little to the side.</p>	Keep the movements slow and careful with the line of the imaginary stilts kept still by a straight and stiff posture.	Are the children exploring the whole space around them, with stilt walking movements?



<p><b>The tightrope</b> Starts with climbing ladder movements using arms and hands reaching upwards.</p> <p>Once on the tightrope, arms should be straight out to the side for balance.</p> <p>Slowly and carefully lift one foot and place it against the other heel against toe.</p> <p>Then there is a bouncy trampoline for everyone to star jump up and down on at the end of the tightrope.</p>	<p>All movements should be careful and precise.</p> <p>While balancing on the tightrope, faces should show concentration. Listen for the change in the music to start the jumping.</p> <p>During the jumping, the movements should be light with arms and legs outstretched and big smiles on faces.</p>	<p>Is the tension of the tightrope being expressed on faces and in precise movements?</p> <p>Is everyone jumping high with bended knees and a big smile?</p>
<p><b>The final performance</b> Time for the final circus performance in the Big Top!</p> <p>You'll start with juggling on a unicycle, then perform stilt walking and then walk the tightrope and finally bouncing on the trampoline to end with.</p>	<p>Focus on listening to the music and doing the correct circus skill at the correct time.</p> <p>This is a performance so make sure everyone is making their actions big and smooth and are enjoying themselves.</p>	<p>Is the performance a good display of all the different circus skills?</p> <p>Is everyone listening to the music and changing their movements accordingly?</p>
<p><b>Cool down</b> Time to relax.</p>	<p>Lying down, gentle leg stretches and some deep breaths.</p>	<p>Is everyone calm and still?</p> <p>Next time it's the clowns turn in the Big Top circus tent.</p>



## 2: Clowning around



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

This is a two-part unit set in the circus under the Big Top. The second session is all about clowning around! Dressing up as clowns and doing lots of silly clown walks. There is also a comedy custard pie splatting sequence and a final circus skills performance.

### Lesson summary:

**Warm up:** Stretching up tall, uncurling and stretching arms, legs, hands and fingers.

**Marching in the Big Top:** A quick march, with shoulders back and head held high.

**Dressing up as a clown:** Pulling on clown costume and face paint.

**Happy and sad clowns:** Happy and sad clown faces.

**Silly clown walk:** Silly walks using the whole body to make the audience laugh.

**Custard pie splat:** Slapstick mime routine using physical comedy.

**Clown circus skills:** Juggling on a unicycle and walking the tightrope done as comedy clowns.

**Final performance:** Custard Pie Splat and the clown circus skills in one sequence.

**Cool down:** Relax and take off clown clothes and make up.

### Movement focus:

- **Body:** both big/expressive and careful/precise
- **Action:** comedy clown routines and circus movements
- **Dynamics:** levels (high, medium and low) and changing speeds
- **Space:** working in a self-defined space
- **Relationships:** single and pair-work and groups co-operating together



## Session 2 structure: Clowning around

Content	Guidance	Evaluation
<p><b>Warm up</b> Clowns warming up</p> <ul style="list-style-type: none"> <li>• Stretches up to the sky</li> <li>• Crouching down</li> <li>• Stretches up, including hands and fingers</li> </ul>	<p>Slow stretching with the music as a guide.</p> <p>Getting the body ready for the clowning around ahead.</p>	Is everyone ready to clown around in the Big Top Circus tent?
<p><b>Marching in the Big Top</b> Marching around the big top, with shoulders back and head held high. Arms swing and on the second march smiling and waving.</p>	<p>Get everyone marching individually using their own pathways. Focus on moving arms and legs in time with the music.</p>	<p>Can you keep in time with the rhythm of the music?</p> <p>Can you avoid other performers?</p>
<p><b>Dressing up as a clown</b> Pulling on big baggy trousers, then a big baggy shirt. Putting on a clown wig and then pretending to paint your face using fingers or brush. Put on a shiny red clown nose.</p>	<p>Use arms and hands to put on trousers and a baggy shirt. Circle arms to show how baggy the sleeves are.</p> <p>Use clear movements when putting on the wig and painting a funny clown face.</p> <p>Put a clown nose over your own nose.</p>	Have the clowns fully dressed and made their faces up?
<p><b>Happy and sad clowns</b> Clown expressions first happy and then sad.</p>	<p>With the music clowns make happy faces, smiling as widely as possible.</p> <p>When the music changes, clowns make sad faces, sticking out their lips and rubbing eyes like they're crying.</p>	Listen for the music change. Can you make your faces really happy and really sad?
<p><b>Silly clown walk</b> Clown walking, in lots of silly ways. Firstly individually and then with a partner, taking it in turns to copy each other's funny walks.</p>	<p>This is the clown's chance to walk in the silliest way they can. Making lots of funny movements with arms, hands, legs, feet, head and bottoms. Everyone should try to do their own walk and then when in a pair take turns in copying exactly each other's walk.</p>	<p>Can each clown come up with their own silly walk?</p> <p>Can each pair copy each other's silly walks?</p>



<b>Custard pie splat!</b> Miming a comedy custard pie throwing routine. Working in pairs to create a slapstick comedy routine.	Clowns take turns to throw sloppy, splatty custard pies! First one clown taps their partner on the shoulder and splats a pretend custard pie in their face when they turn round. The clown who's thrown the pie can mime being happy and laughing, while the one who's been splatted can mime their sad clown face and wipe away the custard. Then it's the other clowns turn to throw their pretend pie and both react a different way.	Are the mimes big and clear? Is the timing right? The smoother and slicker the actions, the more laughs you're get.
<b>Silly clown circus skills</b> Juggling on a unicycle and walking the tightrope done as comedy clown.	Developing the movements from the previous programme in the unit on circus skills, this time adding physical comedy.  Clowns need show how they are getting the circus skills wrong.	Are the clowns making you laugh with their circus skills?  Listen to the music change to indicate a change in the circus skill.
<b>Final performance</b> The final clown performance in the Big Top!  Working in pairs to do the custard pie splat routine and then the clown juggling on a unicycle and walking the tightrope moves.	Listen for the music changes to indicate when to change from one part of the performance to the other.  Remember the mimes and movements should be as big and as funny as possible.	Can the clowns change actions and movements with the change in music?
<b>Cool down</b> It's time to relax. Take off the clown costume and wipe of the face paint. Sit down and take deep breaths.	Relax whole body and unwind from all the clowning around.	Is everybody calm and quiet?  Next time we're heading off on a magic carpet.