

# Dance KS1: Let's Move

## In the city



Cat Sandion presents this unit of Dance KS1: Let's Move

### 1: Pavements and parks

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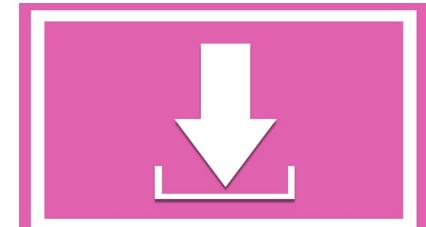
## Introduction

*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 - 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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# In the city

## 1: Pavements and parks



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

This is a unit of two dance sessions exploring the people, the places, the machines and changing moods in a big city. In the first session the children try out a variety of movement styles for pedestrians and buildings, then mend and clean the streets in time to music, before relaxing in a city park.

### Lesson summary:

**Warm up - busy streets:** moving like a tall, busy city-worker, then an older, slower person, then a jogger keeping fit and then choosing a variety of moving pedestrians.

- **Pavement parade:** pairs practise varied moving-actions, then build these up in turn, to make some pavement actions.
- **Buildings short and tall:** making and holding shapes for different buildings - short and wide, tall and narrow...and in-between.
- **Road menders:** pairs shake and wiggle bodies backwards, forwards, up and down, as builders mending the road; then shovel rubble into imaginary buckets.
- **Street-sweeping machine:** working in groups of about four the children create a street-sweeping machine to move along different pathways. Each group's inside arms link together, while outside arms spin like rotating brushes and legs trundle around carefully, up and down.
- **Off to the park:** pairs skip around the green spaces of a city park, looking at trees and nature, feeding ducks, planting seeds in the park's allotment and chasing off pigeons.
- **Cool down:** pairs relax and share a picnic in the park, then lie back in the sunshine.

### Movement focus:

- **Body:** straight back and curvy back; varied body shapes; linking arms within a group; hands 'flying up'; deep breathing.
- **Action:** holding still shapes; stretching high and stretching wide; 'drilling' and quick, sharp 'shovelling'; shaking and wiggling; spinning; skipping and crouching.
- **Dynamics:** keeping in time with music; careful listening; slow and fast.
- **Space:** exploring pathways and directions (eg curving, straight lines, zigzagging, backwards and forwards); varying levels (up and down, high and low).
- **Relationships:** being aware of positions of neighbours; pairs performing 'in turn'; linked groups of four co-operating.

## Session 1 structure: Pavements and parks

Content	Guidance	Evaluation
<b>Warm up - busy streets</b>	<p>The children stand on their own to imagine being in a city, and warm up by:</p> <ul style="list-style-type: none"> <li>• walking to work like a tall, busy person, carrying a briefcase</li> <li>• stooping like an older person with a curved back, moving with slower footsteps</li> <li>• keeping fit like a jogger, with knees going up and down</li> <li>• changing to move like several different 'pedestrians' (eg teenager, toddler, shopper), then choosing just one.</li> </ul>	<p>Are the children 'walking to work' with head up and straight back, keeping in time with the music?</p> <p>Does their 'older' person make their own pathway?</p> <p>Is their 'jogging' shape really dynamic?</p> <p>Is everyone listening for directions about changing character, then changing direction?</p>
<b>Pavement parade</b>	<p>In pairs, the children practise and exaggerate a variety of actions as moving-pedestrians, eg:</p> <ul style="list-style-type: none"> <li>• slow steps</li> <li>• carrying shopping</li> <li>• walking dogs</li> <li>• pavement-scooting</li> </ul>	<p>Does each pair start in a big space?</p> <p>Are the movements made to be dance-like, and in time with the music?</p>
<b>Buildings short and tall</b>	<p>Think about different buildings (shops, old-fashioned houses, brand-new offices and skyscrapers).</p> <p>Make their shapes, one by one:</p> <ul style="list-style-type: none"> <li>• short and wide (stretching arms out wide, with feet apart)</li> <li>• tall and narrow (stretching up high)</li> <li>• in-between (inventing own shape)</li> </ul>	<p>Do the shapes fit the music?</p> <p>Can the children hold their shapes 'still' for a few seconds?</p>
<b>Road menders</b>	<p>In pairs, mend the road as builders, with actions for:</p> <ul style="list-style-type: none"> <li>• drilling (side by side), shaking and wiggling bodies backwards and forwards, lifting the pneumatic-drill up and down</li> <li>• shovelling rubble into buckets with quick, sharp digs</li> </ul>	<p>Is the drilling in long, straight lines?</p> <p>Are the children holding a big 'spade' in front for the shovelling?</p>



<p><b>Street-sweeping machine</b></p>	<p>Groups of about four (pairs joined together), create the shape of a street-sweeping machine (two in front and two behind) all facing forward to move to a different part of the city:</p> <ul style="list-style-type: none"> <li>• they link inside-arms together first</li> <li>• then the outside-arms spin round and round from the elbow, like rotating brushes</li> <li>• practise slowly first, without the music</li> <li>• machine-legs should go up and down together, while trundling around carefully, in different directions and pathways</li> </ul>	<p>Are the brush movements fast or slow?</p> <p>Can they match each others' speeds?</p> <p>Is everyone moving together, to fit the rhythm of the music?</p> <p>Is everyone safely clear of other machines?</p> <p>Is everyone listening for the directions and pathways (around, backwards, zigzag...)?</p>
<p><b>Off to the park</b></p>	<p>In pairs (one behind the other), skip around the green spaces of a city park, and be ready to stop for the actions:</p> <ul style="list-style-type: none"> <li>• looking at trees and nature all around</li> <li>• crouching down and reaching arms low and slow, to feed ducks at the pond</li> <li>• skipping to the 'allotments', digging the ground and planting seeds in the ground, then 'shooing' to chase off pigeons</li> <li>• making hands fly up (like pigeons' wings), then spinning on the spot</li> </ul>	<p>Are the pairs working well together and responding to changes in the music?</p>
<p><b>Cool down - picnic in the park</b></p>	<p>Pairs open up imaginary baskets and back-packs, for a relaxing picnic:</p> <ul style="list-style-type: none"> <li>• they open them up to share sandwiches and salads, and to pour drinks</li> <li>• then they lie back in the sunshine, while taking deep breaths.</li> </ul>	<p>Is everyone calm and rested, ready to return to the classroom?</p>



## 2: Busy traffic



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

In the second session the children start at a rainy roadside, then go on a journey to the market where they perform dance actions for buying and selling. Out on the roads they drive large and small vehicles, travel in pairs as a dustbin lorry and become changing traffic lights. At night the city buildings twinkle and flash, then everyone falls asleep...

### Lesson summary:

- **Warm up - rainy roadside:** walking in the rain as a busy, tall person with an umbrella, then an older person in welly-boots, then a jogger keeping fit.
- **Neighbourhood journey:** performing individual movement-actions for getting dressed, eating breakfast and travelling to market by skipping and 'scooting' along the pavement.
- **Market day:** working in pairs as a 'market-trader' and an 'adult-shopper', performing buying-and-selling actions in role.
- **Too much traffic!:** 'Driving' small vehicles on tiptoe in different directions, then large vehicles, which move more slowly.
- **Dustbin collection:** pairs move about slowly as a dustbin-lorry (one 'driving', one following with arms like jaws chewing up rubbish).
- **Changing traffic lights:** about half the class indicate 'stop' and 'go' as traffic lights, using arm-signals. The other half are vehicles, stopping and going, obeying the signals.
- **Cool down - the city at night:** standing up, flashing fingers like window-lights, then curling up sleepily.

### Movement focus:

- **Body:** straight back and curvy back; moving knees and arms up and down; big and tall moving shapes; performing arm-signals; opening and closing fingers and eyes.
- **Action:** holding up 'props' (umbrella); splashing and shaking; skipping and stopping; jumping back; pointing and reaching; stretching wide and high.
- **Dynamics:** varying fast and slow; stopping and going; standing calmly; sleepy stillness.
- **Space:** changing direction; 'steering' (scooters and vehicles); curving path ways.
- **Relationships:** moving in role and interacting, as several characters; working in pairs with negotiating actions and collaborating as the front and back of a single unit.

## Session 2 structure: Busy traffic

Content	Guidance	Evaluation
<b>Warm up - rainy roadside</b>	<p>Movements and freezes in shape as:</p> <ul style="list-style-type: none"> <li>• a busy, tall person walking to work in the rain with 'important' steps, while holding an umbrella above their head</li> <li>• an older person stepping slowly around puddles in welly-boots</li> <li>• a jogger keeping fit, and trying to get out of the wet!</li> </ul>	<p>Is the busy person's back tall and straight?</p> <p>Is the older person's back curved?</p> <p>Are the jogger's arms and knees going up and down in rhythm with the music?</p>
<b>Neighbourhood journey</b>	<p>On the spot, perform individual movements for:</p> <ul style="list-style-type: none"> <li>• legs and arms getting dressed</li> <li>• hands and mouth eating breakfast</li> <li>• lifting a bag onto their backs, opening the door and going through.</li> </ul> <p>Skip along the pavement, and jump back as a friend's scooter splashes through a puddle.</p> <p>Then wheel about on the scooter, steering as you go, on your way to the market.</p>	<p>Is the pavement-skipping in time with the music and changing direction?</p> <p>Does the scooting use small foot-steps?</p>
<b>Market day</b>	<p>Get in pairs, one to be a market-trader and one an adult shopper:</p> <ul style="list-style-type: none"> <li>• perform silent actions in time to suit each character - pointing, reaching, putting things in bags, paying money, giving change, etc.</li> <li>• spin with partner, then swap roles</li> </ul>	<p>Are the actions in role?</p> <p>Do the movements fit the rhythm of the music?</p>
<b>Too much traffic!</b>	<p>'Drive' small vehicles on tiptoe, curving in different directions - eg car, cycle, motorbike - without bumping. Then move slowly like a large vehicle - eg bus or lorry.</p>	<p>Are cyclists and motorcyclists wearing 'helmets'?</p> <p>Are bodies made to look big and tall for the large vehicles?</p>



<b>Dustbin collection</b>	In pairs, become a dustbin-lorry, with one child driving up front and one following behind with arms moving like big jaws which chew up the rubbish.	Is the driver moving slowly around the space?  Does the child behind make the correct shape with arms opening and closing and also follow the driver?
<b>Changing traffic lights</b>	The class needs to divide into two halves, As and Bs: <ul style="list-style-type: none"><li>• the As spread around the space, to indicate 'stop' and 'go' as traffic lights (using arm-signals instead of colours)</li><li>• 'Stop' is shown with a clear hand up and palms facing out at shoulder height</li><li>• 'Go' is shown by pointing at a corner of the room</li><li>• the other half (the Bs) are vehicles, stopping and going</li></ul>	Are the traffic lights (As) listening for sounds and music to indicate when to change?  Are the vehicles (Bs) obeying the traffic lights correctly?
<b>Cool down - the city at night</b>	Stand calmly in position. Make fingers flash open and shut, like twinkling lights in the windows. Then curl up sleepily on the floor, as if it's bedtime.	Is the flashing slow and gentle in different positions - high, low and out to the sides?  Are eyes closed sleepily at the end?