

# Dance KS1: Let's Move

## Knights, castles and dragons



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

### 1: The Dragon Hunt

*Go to webpage*



### 2: The sword in the stone

*Go to webpage*



### 3: Robin Hood

*Go to webpage*



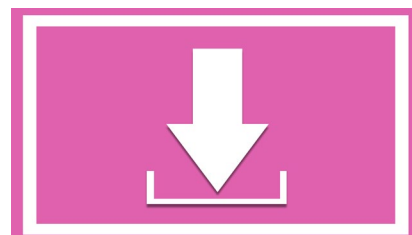
## Introduction

*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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# Knights, castles and dragons

## 1: Dragon Hunt



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This unit of three dance sessions takes as inspiration fantasy stories with a medieval flavour. The sessions adopt a narrative structure with individual episodes covering a hunt to find a dragon, the legend of Arthur and the Sword in the stone, and a story about Robin Hood.

The first story concerns two royal children: Mary and George. When their parents the King and Queen are swallowed by a dragon, Mary and George set off to find the unruly creature. And Mary brings a secret weapon with her...

### **Lesson summary:**

**Warm up:** travelling around the space and showing the contrast between movement and stasis

**Climbing a tree:** movement at contrasting heights to show climbing a tree

**Travelling around the castle:** pair work in unison

**Play sword fighting:** upper body movements in time to the music showing slow motion sword actions

**Making the dragon:** develops the Lion from Unit 1; showing the dragon moving

**Finding the dragon:** a contrasting sequence of movements as the children travel through a variety of terrains

**Escape from the dragon:** moving back through a variety of terrains with a more urgent feeling

**Cool down:** simple relaxation through controlled breathing

### **Movement focus:**

Movement and stasis; low and upper body movement; contrasting light and heavy travelling steps; slow motion movement in time to music.



## Session 1 structure: Dragon hunt

Content	Guidance	Evaluation
<b>Warm up.</b> Children skip, then they jump around the room. They stop when the music stops, pointing up high, then, when the music stops again, they creep with silent footsteps into the dragon's cave.	Encourage children to move energetically around the whole space, with quick, light, controlled steps. Encourage them to point up as high as they can, really stretching out their arms. Emphasise the importance of moving silently when they creep.	Are children making their own clear pathways through the space, not following anyone else? Can they stretch really high to point up at the castle? Can they creep with silent footsteps?
<b>Individual. Mary and George climb a tree.</b> On their own, in the space, children crouch down low, then gradually reach upwards, stepping on the spot, as they imagine they are climbing up an enormous tree.	Encourage children to really stretch upwards, reaching as high as they can and to step in time on the spot to the music, with small, light footsteps.	Can children move gradually, in a controlled way, from low to high? Can they step and reach in time to the music?
<b>Pairs. Mary and George clank around the castle.</b> In pairs, children follow each other's pathway and move their arms and legs with quick, jerky movements, as they imagine they are clanking around in suits of armour.	Encourage children to move in a controlled way, with big, heavy steps in time to the music. Help them to show the weight of the cumbersome armour in the way that they move.	Can children work well with their partner, making a clear pathway through the space? Can they step confidently in time to the music? Can they clearly demonstrate what it is like to move in a suit of armour?
<b>Pairs. Mary and George do play sword fighting.</b> Children work in pairs, swishing their swords with bold, rhythmic movements.	Emphasise the importance of the children clanging their swords together with the 'clang' in the music and swishing with the beat. Encourage children to work with their partner but not to touch them.	Can children work co-operatively with their partner? Can they clang their imaginary swords together at the right moment in the music? Are they listening to and responding with clear rhythmic actions to the beat?
<b>A dragon swallows the King and Queen.</b> Children work with their partners to make the enormous dragon. One is the front end and one is the back end. They move around the room as the dragon.	Help the children to think about and show clearly what part of the dragon they are – such as the front end with its terrifying head and sharp claws, or the back end with its spiky tail. Encourage them to show how terrifying the dragon is, by the way that they move and their menacing facial expressions.	Can children work co-operatively together to make the different parts of one dragon?  Can they stay together, as they move around the space?



<p><b>Mary and George set off to find the dragon.</b> Children imagine that they are Mary and George, searching for the dragon. They swish their swords through the forest, step through the stream and climb a mountain.</p>	<p>Help children to really think about the different ways of showing where they are, such as taking small, wobbly steps across the stream, swishing their swords boldly as they move through the forest and reaching up high to climb the mountain.</p>	<p>Can children move confidently through the space with their partner, making a clear pathway? Can they clearly show where they are by the contrasting movements that they use?</p>
<p><b>Pairs. The dragon sneezes</b> Working in pairs, children make their dragon shape again. They show how the dragon shakes and shakes, until suddenly, he lets out a huge sneeze!</p>	<p>Help children to really listen to and to move with the music. Encourage them to work as one, with their partner, shaking with greater and greater intensity, until they make a huge movement for the sneeze.</p>	<p>Can children move in time to the music, increasing their movements and responding quickly when it changes? Can they work cooperatively together to really show the character and feelings of the dragon?</p>
<p><b>Pairs. Everyone escapes the dragon.</b> With their partners, children move quickly back down the mountain, through the stream, then through the forest.</p>	<p>Help children to remember the different steps and movements that they used last time, but now at a quicker pace. Encourage them to move at the same pace as their partner and to stay close together, making their own pathway.</p>	<p>Can children remember their movements from last time and move in time to the music?</p>
<p><b>Cool down</b> Children breathe deeply, imagining they are floating on a cloud on a sunny day.</p>	<p>Encourage children to really try to breathe deeply and softly and to relax with the gentle music.</p>	<p>Can children lie still and relax, responding to the music?</p>



## 2: The sword in the stone



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dance session as an  
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The second story in this unit follows the well-known legend of how boy called Arthur becomes king when he pulls the sword from the stone...

### **Lesson summary:**

**Warm up:** clapping in time to the music; skipping around the space

**Make a spell:** skipping in a circle and placing something in the cauldron

**Snowy the owl:** flying in small and large circles as Snowy the owl

**Play sword fight:** moving in time to music and co-ordinating actions to beat

**Gallop:** moving in unison with high steps

**The sword in the stone:** as knights, trying to remove the sword from the stone

**Arthur draws the sword:** close partner work as the stone and Arthur drawing the sword

**The sizzling cauldron:** children create the swirling, sizzling contents of the cauldron

**Cool down:** controlled breathing

### **Movement focus:**

Working alone, in pairs and as a whole group; circles and pathways; controlled upper body movement and gesture; working in unison.



## Session 2 structure: The sword in the stone

Content	Guidance	Evaluation
<b>Warm up.</b> Children clap and tap their knees, standing on the spot. They skip around in time to the music, then stop to clap again.	Help children to clap in time to the music, then skip with small, light steps. Encourage them move in and out of the spaces, making their own pathway.	Can children move with light, controlled, small steps and make their own pathway, not following anyone else? Can they respond quickly to the instructions and alternate skipping with clapping on the spot?
<b>Whole class. Make a spell!</b> Children skip around in a circle. They stop to throw something into the cauldron.	Encourage children to really imagine that they are moving around a cauldron and to skip at the same pace as each other, keeping the big circle shape. Help them to throw out their arms energetically, with confidence, as they put their ingredient into the cauldron.	Can children move with light, energetic steps? Can they think of some interesting things to put into the cauldron? Can they respond quickly to instructions and the change in the music?
<b>Individual.</b> <b>Snowy the owl flies over the hills</b> Children imagine they are Snowy the owl, flying first in small circles, flapping their wings quickly then in large circles, moving more gracefully and slowly.	Encourage children to show a clear contrast between their quick steps in small circles inside the cave and their slower, more graceful movements outside in the fields. Encourage them to really listen for the change in the music and to respond to this.	Can children show the character of snowy the owl through their movements?  Can they respond quickly to the change in the music?
<b>Pairs. Arthur and Kay play sword fighting.</b> On the spot, children first practise swishing their swords in time to the music. Then, working with a partner, they clang their imaginary swords against each other, as they have a play sword fight.	Encourage children to really listen out for the beat in the music and to swish in time to it. Help them to work in a focused way with their partner.	Can children work in their own space, cooperatively with their partner? Can they swish their arms at each other, as though they are clanging swords, but without actually touching each other?
<b>Pairs. Arthur and Kay gallop through the fields.</b> Children move with galloping steps, one following the other's pathway. They leap up high together when the music changes.	Help the children to work co-operatively with their partner, moving at the same pace, with the same size steps. Encourage them to listen out for the 'leaping' part of the music and to jump up as high as they can.	Can children move quickly, with great energy, but in a controlled way? Can they stay with their partner and make their own pathway, not bumping into anyone else?



<p><b>Individual. The knights try to pull the sword out of the stone.</b> Working by themselves, children stride towards the stone, then try, unsuccessfully, to pull the sword out.</p>	<p>Help children to clearly show the character and strength of the big knights, in their heavy steps, the proud way they show off their muscles and in their huge effort to pull out the sword.</p>	<p>Can children work imaginatively, by themselves in the space? Can they show the characters of the knights? Can they take big, confident steps, then when the music changes, really show how hard they try?</p>
<p><b>Pairs. Arthur pulls the sword from the stone.</b> Children work in pairs. One is the sword in the stone. The other is Arthur, pulling out the sword.</p>	<p>Help children to first move in a graceful, controlled way, as they get into their sword and stone shape.</p> <p>Encourage them to hold this shape as still as they can. If they are Arthur, help them to take slow, nervous steps towards the stone.</p>	<p>Can children work co-operatively together in their pairs? Can they show Arthur's emotions, as he walks nervously towards the stone? Stone dancers – can they quickly lower their arms?</p>
<p><b>Whole class. The bubbling, fizzing cauldron.</b> Children jump, leap and spin as though they are the bubbling, swirling mixture inside the cauldron.</p>	<p>Help children to move with small, light steps. Encourage them to use the whole space and to explore a variety of movements, using their whole bodies. Encourage them move with great energy - really leaping up high and changing direction quickly.</p>	<p>Can the children make their own zigzag pathway as they move through the whole space? Can they have fun and move in a variety of different ways, but with control?</p>
<p><b>Cool down.</b> Children lie down and imagine Snowy the owl flying over the hills. They take deep breathes and move their hands up and down slowly.</p>	<p>Help children to shut their eyes and relax to the gentle music.</p>	<p>Can children lie still and relax?</p>



## 3: Robin Hood



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The final programme in this unit builds a short narrative around the legendary character of Robin Hood and his fellow outlaw Will Scarlett. The Sheriff of Nottingham steals money from the poor and places it in a chest under this bed. Robin must retrieve the money and later takes part in an archery contest in Nottingham Castle. But is it just a trap..?

### **Lesson summary:**

**Warm up:** clapping then jumping with light, bouncy legs

**Skipping:** contrasting movement and stasis and Robin hides from the Sheriff

**Creeping to the castle:** controlled movement low to the ground to creep towards the castle

**Robin's arrow flies through the air:** travelling with upper body extension as Robin's arrow

**Striding through the forest:** mirroring travelling movement in pairs

**Robin fires an arrow!** Controlled upper body movement to fire an arrow

**Robin and Will escape:** travelling in pairs, leaping

### **Movement focus:**

Working individually and in pairs; skipping and contrasting travelling steps - low and high, bold and cautious; controlled upper body movement; mirroring in pairs.



## Session 3 structure: Robin Hood

Content	Guidance	Evaluation
<b>Warm up.</b> Children clap their hands, tap their knees, then jump around the room in time to the music.	Encourage children to really listen to and move in time to the beat. Help them to listen carefully to instructions, so that they know when to change actions.	Can children make their own pathway and use the whole space? Can they anticipate what they are going to do next, and spot a pattern in their movements ie eight beats of clapping, eight beats of tapping. Can they jump in time and use the whole space, not following anybody else?
<b>Individual. Robin Hood hides from the Sheriff.</b> Children skip through the forest. When the music stops, they quickly hide – first making themselves tall and thin, then making themselves low and wide.	Encourage children to skip on their own, using the whole space. Help them to respond immediately when the music stops, hiding straight away and being as silent and still as they possibly can.	Can children move with energy and control around the space, contrasting this with when they have to keep their bodies absolutely still?
<b>Pairs. Robin creeps into the castle.</b> Children work with a partner, to show Robin Hood and his friend creeping into the castle. They use two contrasting stepping patterns - first, standing up tall, with quick steps on tip-toe, then moving low to the ground, with long, slow steps	Encourage the children to really watch their partner, moving at the same pace, one following the other's pathway. Help them to clearly show the two contrasting stepping patterns.	Can children step in time to the music?  Are they able to move silently through the space?  Are they able to move quickly and smoothly from one stepping pattern to the other?
<b>Individual. Robin Hood fires his arrow.</b> Working on their own, children move quickly around the room, arms stretched above their heads, taking small, light steps, as though they are Robin Hood's arrows whizzing through the air.	Encourage children to change direction quickly if anyone gets in their way, turning sharply and whizzing in the other direction. Help them to move with quick, silent footsteps.	Can the children move with quick, light footsteps around the space? Can they throw up their snow with a big, confident gesture, lifting their hands high up into the air? Can they move in a controlled way, from skipping, to throwing, to skipping again?
<b>Jump in a patch of snow.</b> The children jump forward in the space, imagining that they are jumping into a big patch of snow.	Make sure that the children are in a space of their own before they jump. Encourage them to bend their knees and to jump forward, feet together.	Are children able to move with control at a fast pace and to keep this control when they quickly change direction?  Are they able to move making their own zig-zag pathway, not following anyone else?



<p><b>Pairs. Robin and Will Scarlett stride through the forest.</b> In pairs, children put on their disguises, then stride through the forest.</p> <p>Robin Hood is the leader and Will Scarlet follows his pathway. When the music stops, they stop and look around them to make sure no one is following.</p>	<p>Help children to work cooperatively together in their pairs, one following the other's footsteps.</p> <p>Encourage them to step confidently in time to the music and to stop immediately, when the music stops.</p>	<p>Can children move together and in time to the music? Can they use the whole space? Are they listening to and responding quickly when the music starts and stops?</p>
<p><b>Individual. Robin fires his arrow!</b> Working on their own in a space, children draw back their arrows and fire!</p>	<p>Encourage the children to stand up straight, face the front, pull their arrow back slowly and fire.</p>	<p>Can children listen carefully to instructions and stand still in their space, moving only the top half of their bodies, as they focus on their target? Can they draw their arm back slowly with control, only to let it go quickly, as the arrow fires?</p>
<p><b>Pairs. Robin Hood and Will Scarlett escape.</b> Children work in their pairs again. They gallop, side by side, as though they are charging through the forest. When they hear the change in the music, they leap up high, as though they are crossing a stream or whatever is in their path.</p>	<p>Encourage children to move with quick, light footsteps. Help them to move at the same pace as each other, so that they stay together.</p>	<p>Can children work co-operatively with their partners? Can they make their own pathway together, not bumping into anyone else? Can they leap up really high together when the music changes?</p>
<p><b>Cool down.</b> Children lie down. They imagine that they are a tree in Sherwood Forest. They reach up slowly to the sky, spreading their branches and sway gently in the breeze.</p>	<p>Encourage children to really stretch out, spreading their arms out slowly.</p>	<p>Can children sway gently, on their own in the space, as they listen to the soft music?</p>