

# Dance KS1: Let's Move

## Life in the rainforest



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

### 1: Sloth and leopard

*Go to webpage*



### 2: Flying dragon searches for ants

*Go to webpage*



### 3: Leopard is rescued

*Go to webpage*



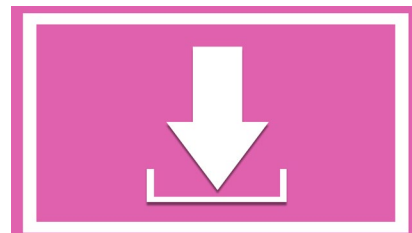
## Introduction

*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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# Life in the rainforest

## 1: Sloth and leopard



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

This is a three-part unit about the rainforest and the creatures that live in it. The first dance session focuses on the sloth and the leopard. We explore how the sloth loves to curl up asleep, then wake up and hang upside down in the trees. We also explore how the sloth reaches up into the trees to eat fruit. Down below, on the forest floor, the leopards practise their fast running, then prowl around the sloth's tree, looking up hungrily.

### Lesson summary:

**Warm up:** grow upwards and stretch out your arms, as though you are a tree in the rainforest.

- **The rainforest flowers open:** skip around the space, then push your arms out and upwards, like a flower opening its petals.
- **The sloth wakes up and it rains:** stretch like the sloth waking up. Tap your hands on your shoulders, then pat your back, then slap your hands on the floor as the rain.
- **The sloth eats some fruit and hangs upside down:** work with a partner. Stretch up to reach the fruit, then peer at each other through your legs.
- **The leopard runs fast:** practise your fast running on the spot.
- **The leopard runs fast, then in slow motion:** run fast on the spot, then take big steps in slow motion like a leopard hunting its prey.
- **The sloths wake up and the leopards prowl around:** the class divides into two groups. Group A are the sloths and Group B are the leopards.
- **Cool down:** lie down in a space and imagine that you are camping in the rain forest.

### Movement focus:

- **Body:** growing and stretching movements, tapping and patting movements, reaching up high and curling up small, running quickly, then in slow motion.
- **Action:** the sloths wake up, it rains, they eat fruit, then go back to sleep again. The leopard prowls around the tree, searching for something to eat.
- **Dynamics:** levels (high, medium and low) and changing speeds.
- **Space:** working in a self-defined space, using high and low levels, making circular pathways.
- **Relationships:** single and pair work, working in two big groups.



## Session 1 structure: Sloth and leopard

Content	Guidance	Evaluation
<b>Warm up</b> Crouch down small, then rise up slowly, stretching out your arms and fingers, as though you are a tree growing in the rainforest.	Crouch down as small as you can, then grow and reach out, fingers apart. Stretch as high and as wide as you can.	Can the children grow slowly with control, from their small, curled up shape, to their tall stretched shape?
<b>The rainforest flowers open</b> Skip around the space, as though you are exploring the rainforest; then, when the music stops, push your arms up and outwards, as though you are a flower opening.	Skip with light footsteps, making your own pathway. Open your arms and lift them up as slowly as you can.	Can the children move with quick, light footsteps through the space, not bumping into anyone else?  Can they work independently?  Are they able to respond to the music and open up their petals in a slow, controlled way?
<b>The sloth wakes up and it rains</b> The children stretch up like the sloth. They tap their shoulders gently as the rain falling, then pat themselves on the backs, then slap the floor gently, as the rain falls harder.	Remember to start off in a curled up shape, knees up to your nose. Keep tapping, patting and slapping gently and rhythmically.	Can the children work independently and uncurl really slowly to show the sloth waking up?  Can they tap, pat and slap quickly and gently with control?
<b>The leopard runs fast</b> Run quickly on the spot as though you are the prowling leopard.	Make sure you are standing in a space, not near anyone else. Before you run, bend both elbows and make your hands into fists. Run on the spot with lots of energy.	Can the children keep up their fast running on the spot, not slowing down?  Can they lift their knees and move their shoulders and arms as they run?  Can they step slowly in time, as they walk towards the pond?
<b>The leopard runs fast, then in slow motion.</b> Run quickly on the spot, then slow down, until you are moving in slow motion like a prowling leopard.	Move your shoulders and arms as you run and lift your knees. Take big steps, when you move around in slow motion.	Can the children work independently in a space of their own?  Are they able to respond to the music and instructions, changing their speed from very quick running movements, to slow steps?



<p><b>The sloths wake up and the leopards prowl around</b>          The class divides into two groups. Group A are the sloths and Group B are the leopards. The sloths wake up and stretch, then go back to sleep again. The leopards prowl around the sleeping sloths..</p>	<p>The sloths need to hold their small, curled up sleeping shape, while the leopards prowl around them. Leopards - be careful not to touch the sloths!</p>	<p>Can the children remember the movements that they have practised in today's programme?</p> <p>Can they clearly show the characters of the sleepy sloth and the fierce leopard in their movements and gestures?</p>
<p><b>Cool down</b>          Imagine that you are lying in your tent after a day's exploring. Listen to the sounds of the rainforest around you.</p>		





## 2: Flying dragon searches for ants



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

In the second session we continue to find out about some creatures that live in the rainforest. We learn about the flying dragon - a sort of lizard, which can glide through the trees as though flying. The flying dragon likes to search for ants to eat.

### Lesson summary:

- **Warm up:** skip around the space, then when the music stops, stretch out your arms, as though they are a rainforest flower.
- **The flying dragon wriggles and catches insects:** wriggle up and down and turn your head to catch insects.
- **The flying dragon opens its wings:** working with a partner, lift up your arms and make your chest big and strong.
- **The flying dragon glides forward:** run forward with your partner, bend your knees and touch the ground.
- **The flying dragon opens its wings and glides forward:** working with a partner, put together the wing-opening and flying moves.
- **The ants scurry along the forest floor:** run (not too fast!) in four lines, following a leader.
- **The leopards prowl around sloth:** working with a partner again, remember the leopard and sloth moves from last time. The sloths wake up and stretch and the leopards prowl around them.
- **Cool down:** breathe in and out and lift your arms up and down as your wings, as though you are the flying dragon.

### Movement focus:

- **Body:** arms, legs, hands, feet and whole body.
- **Action:** wriggling hands and bodies as the flying dragon, gliding, arms out stretch, as the flying dragon, scurrying like ants, stretching like the sloth, creeping like the leopard.
- **Dynamics:** responding to different rhythms in the music and moving slowly and quickly in time. Moving with slow, graceful movements, moving with quick, sudden movements.
- **Space:** exploring the whole space, using high and low levels, stretching out high and wide, curling up small.
- **Relationships:** single and pair work, line work in small groups.



## Session 2 structure: Flying dragon searches for ants

Content	Guidance	Evaluation
<b>Warm up</b> Skip around the space, then when the music stops, stretch out your arms, as though they are a rain-forest flower.	The children need to skip and jump around the space with lots of energy. Encourage them to really stretch their hands and arms and bodies upwards and outwards as much as they can, as the forest flower.	Can the children move around the space making their own pathway?  Are they able to use all the space? Can they skip with light, energetic steps and jump, feet together, with lots of energy?
<b>The flying dragon wriggles and catches insects</b> Clasp your hands above your head and move them from side to side like a snake. Wriggle up and down. Turn your head and stick out your tongue quickly to catch insects.	Remember to keep moving your hands from side to side, as you wriggle up and down.  Bend your knees as far down as you can, then straighten them again.	Can the children keep their balance, as they wriggle up and down, hands clasped together- over their head?  Are they able to move from high to low levels?  Can they respond quickly, when they put out their tongue to catch the insect?
<b>The flying dragon opens its wings</b> Standing next to your partner, breathe in to make your chest big and strong, and lift up your arms to make your wings.	Stand side by side, facing the front. Lift up your wings and lower them at the same time as each other. Do this gracefully and slowly.	Can the children breathe in with slow, deep breaths, making their chests as big as they can?  Can they listen carefully to the instructions?
<b>The flying dragon glides forward</b> Stretch out your arms as your wings and run forward with your partner.	Move together with quick, light footsteps. Remember to bend your knees and touch your hands down on the ground when you land, then stand up slowly to turn around and go back the other way.	Can the children move forward and turn at the same time as their partners?  Can they start off moving at a high level, then change this, as they reach down low?
<b>The flying dragon opens its wings and glides forward</b> Working with a partner, put together the wing-opening and flying moves. Breathe in and lift your wings, then run and glide down to catch some ants.	Breathe in as slowly as you can, making your up and down arm movements really graceful. Remember to run forward with quick, light footsteps and bend your knees, as you touch the floor. Try anticipate what happens next as you repeat this sequence.	Can the children remember their movement sequence and continue to work cooperatively together, making their own pathways through the space?  Can they move with control when they turn and land?



<p><b>The ants scurry along the forest floor</b> The class divides in to four lines, each one following a leader. They scurry along, then stop and run to the side of the room, as though they are going to hide in the roots of a tree.</p>	<p>Encourage the children to keep the same speed as each other and the same distance from each other, as they scurry around the space.</p> <p>They need to watch each other carefully, when they are sitting on the side.</p> <p>They could comment on each other's performances afterwards.</p>	<p>Can the children stay together in their lines, when they are changing direction and moving quickly around the space?</p> <p>Are they using the whole space?</p> <p>Are they able to respond quickly to the instructions and scurry to the side?</p>
<p><b>The leopards prowl around sloth</b> Working with a partner again, remember the sloth and leopard moves from last time. The sloths wake up and stretch and the leopards prowl around them.</p>	<p>Sloths - start off in a curled shape, stretch up very slowly as the sloth; then curl back up to sleep again.</p> <p>Leopards, prowl in a circle around your partner, making sure that you don't touch them.</p>	<p>Can the children remember their moves from last time and show the characters of the sloth and leopard?</p> <p>Can the sloths hold their small curled up shapes, while the leopards take big slow steps, as they prowl menacingly around them?</p>
<p><b>Cool down</b> Lift your arms up and down slowly, as your wings, as though you are the flying dragon.</p>		





## 3: Leopard is rescued



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dance session as an  
mp3 file*

In the third and final dance session the leopard gets into difficulty when he falls into a hunter's trap. Luckily the sloths, the ants and the flying dragon come to the rescue.

### Lesson summary:

- **Warm up:** work in pairs to be the prowling leopards running quickly, then moving in slow motion.
- **Move around in a circle as the leopards:** prowl around slowly in a circle with your partner.
- **The leopards roll into a pit:** roll away from and towards your partner.
- **The sloth wakes up:** sit up and stretch, as though you are the sloth waking up.
- **The sloth sees the leopard in the pit:** hang upside down with your partner, then look through your legs at the leopards.
- **The ants run to find the leopards:** scurry in your line quickly through the space.
- **The flying dragon comes to the rescue:** lift up your arms as your wings and run forward. Open your mouth to bite the net.
- **Remember and practise your moves for a celebration dance:** working with your partner, choose a rainforest creature and practise its moves together.
- **Practise your own moves for a celebration dance:** working with your partner, practise your own made up moves.
- **Put your moves together for a celebration dance.** working with your partner, put your remembered moves and your new moves together.
- **Cool down:** lie down in a space and then imagine you are one of the animals that have been at the celebration.

### Movement focus:

- **Body:** arms, legs, hands, feet and whole body.
- **Action:** creeping and rolling as the leopard, stretching and hanging upside down as the sloth, scurrying as the ants and gliding and biting as the flying dragon.
- **Dynamics:** responding to the changes in the music, using slow, creeping movements for the slow, soft music of the leopard and fast, light movements for the quick music of the ants. Changing levels, crouching low as the leopard and gliding from high to low as the flying dragon.
- **Space:** making your own curvy pathways through the space, using high and low levels.
- **Relationships:** single and pair work, line work in small groups.



Content	Guidance	Evaluation
<b>Warm up</b> Work in pairs to be the prowling leopards running quickly, then moving in slow motion.	Move at the same pace as your partner, stepping in time together. Move your arms quickly and lift your feet as you run, then move slowly and gracefully when the music changes.	Can the children work cooperatively together?  Can they respond quickly when the music changes and then slow down their movements?  Are they able to show the character of the fierce leopard?
<b>Move around in a circle as the leopards</b> Working with your partner, move around in a circle, as though you are the leopards prowling around the sloth's tree.	Move your shoulders and arms, taking big slow steps.  Remember to sniff up at the sloth.	Can the children move slowly and with control?  Can they stay together in their own space and prowl around in a circle?
<b>The leopards roll into a pit</b> Still working with a partner, take it in turns to roll away from the other person, then back towards them again.	Make sure you listen carefully, so that you know when it is your turn to roll.  Stretch out your arms above your head and stretch out your legs, keeping them together.	Can the children listen clearly, so that they know when to roll?  Can they roll in the right direction?
<b>The sloth wakes up</b> Working with your partner, sit up and stretch, as though you are the sloth waking up, then curl up and go back to sleep again.	Make sure you start off curled up on your side beside your partner, with your arms around your head and your knees to your nose. Uncurl very slowly and stretch your arms above your head.	Can the children uncurl very slowly?  Can they really stretch upwards, reaching up high, as they wake up?  Can they show the character of the sleepy sloth?
<b>The sloth sees the leopard in the pit</b> Hang upside down with your partner, then look through your legs at the leopards.	This time, remember that you are looking at the leopard, not each other, through your legs. When you reach down, make sure you put both hands on the floor.	Can the children follow the instructions clearly and repeat this sequence several times – standing up, then reaching down again to put their hands on the floor?  Are they able to keep their balance when they reach down?
<b>The ants run to find the leopards</b> Staying in their lines, the children run, following the leader, as though they are the scurrying ants, trying to find the leopards.	The children need to follow each other. Leader, change direction quickly and use the whole space. Make sure you run with small, light footsteps, not moving too fast.	Can the children stay together with the other people in their line?  Can they move in the same direction and at the same pace as everyone else?



<p><b>The flying dragon comes to the rescue</b> Working on your own, lift, then lower your arms as the flying dragon, then run forward as though you are gliding to the rescue. Stop and bite the net to rescue the leopards.</p>	<p>Make your chest big and strong as you breathe in. Lift your arms up and down gracefully and run forward with small, light footsteps.</p>	<p>Can the children respond to the instructions and the changes in the music?</p> <p>Can they remember their winglifting and flying sequences from last time?</p> <p>Can they open their mouths wide to bite the net?</p>
<p><b>Remember and practise your moves for a celebration dance</b> Working with your partner, choose a rainforest creature and practise its moves together.</p>	<p>Encourage the children to remember all the moves that they have learned so far and to practise these, as a sequence, several times with their partner.</p>	<p>Are the children able to remember all the moves that they have learned so far?</p> <p>Can they put them together and rehearse them independently?</p>
<p><b>Practise your own moves for a celebration dance.</b> Working with your partner, make up some of your own moves.</p>	<p>Encourage the children to think really carefully about the creature that they have chosen and to build upon the moves that they have practised so far. What other things could this creature do?</p>	<p>Can the children work cooperatively with their partner to think up some more moves?</p> <p>Are they able to use their imagination to think of some other actions for their chosen creature?</p> <p>Can they practise these together, both doing the same thing?</p>
<p><b>Put your moves together for a celebration dance</b> Working with your partner, put together the moves you have remember with your new moves that you have made up.</p>	<p>Encourage the children to be in character as the creature they have chosen.</p> <p>They need to work together, watching each other, so that they know when to move from one sequence to another.</p>	<p>Have the children been able to use their imagination and work independently together?</p> <p>Are they able to perform their sequence confidently?</p>
<p><b>Cool down</b> Lie down on your own in a space and imagine you have been one of the animals at the celebration.</p>		