

Dance KS1: Let's Move

Magic carpet ride



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

1: Magic carpet ride to a tropical island

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2: Magic carpet ride to the North Pole

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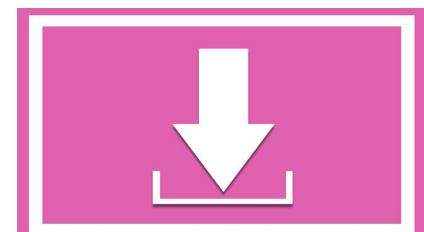
Introduction

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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Magic carpet ride

1: Magic carpet ride to a tropical island



Click to download this dance session as an mp3 file

Jump on board! This is a two-part unit set aboard a magical flying carpet. In the first session we find our magic carpet in a second hand shop and discover its magical powers. We then go on a magic carpet ride using clapping and arms to move the carpet. We land and explore a tropical island before heading back home on our carpet.

Lesson summary:

Warm up: Stretching, reaching towards toes, running on spot and putting on boots.

Walking: Walk around the old second hand shop.

Rolling up the carpet: Roll up the carpet to take it home.

Walking home: Carry the heavy carpet safely home.

Carpet tap dance: Tap the carpet out flat and show its size and shape.

The magic carpet comes alive: Clapping and raising your arms makes the carpet rise!

Magic carpet ride: Using arms to make the carpet rise, tilt, soar and lower.

Splashing in the sea: Explore the tropical beach, skipping and kicking water with your feet.

The Forest Creep: Creep through the tropical forest!

Monkeying about: Move about as monkeys.

Tropical birds: Elegant bird movements.

Going home: Find a partner and journey home on the magic carpet.

Cool down: Time to lie back and relax!

Movement focus:

- **Body:** Arms, legs, hands, feet and whole body
- **Action:** different walking, magic carpet and tropical island actions
- **Dynamics:** responding to different music and changing directions
- **Space:** varying pathways and exploring the spaces
- **Relationships:** single and pair-work

Session 1 structure: Magic carpet ride to a tropical island

Content	Guidance	Evaluation
<p>Warm up Stretch up tall, then stretch out wide.</p> <p>Warm up legs and feet by skipping around the space.</p>	<p>Stretching movements first on tiptoes, reaching as high as possible.</p> <p>Then to the sides, arms, hands and fingers making a wide shape.</p> <p>Lift legs and knees high to skip around using different pathways.</p>	Is everyone warmed up and ready for a magic carpet ride?
<p>Walking Walk around the old second hand shop.</p>	<p>Using different pathways, walk around the shop.</p> <p>Walk in time with the rhythm of the music. Use head movements to look about.</p>	<p>Can you keep in time with the rhythm of the music?</p> <p>Can you explore different pathways, looking high and low?</p>
<p>Rolling up the carpet The carpet needs to be rolled up and taken home. On knees, hands held out flat in front, hands gently move forward to roll the carpet, follow hands by shuffling forwards on bended knees.</p>	Hands pushing should be followed with the whole body shuffling forward on bended knees.	Do the hands and knee movements coordinate successfully?
<p>Walking home Knees bend and arms reach to put the carpet on one shoulder. Using the spaces carry the carpet safely home.</p>	Encourage a good use of different pathways whilst maintaining a slow-paced walk as if carrying something heavy.	Is everybody safely carrying their carpet and using different pathways to carry it home?
<p>Carpet tap dance Tap out the shape of your carpet with your feet.</p>	Children can choose a square, circle or triangle carpet shape and then tap out the shape with light running on the spot movements.	Is the shape of the tapping (the shape of the carpet) obvious and clear?
<p>The magic carpet comes alive! Clapping makes the magic carpet come alive! From a sitting position, everyone practises making the carpet rise and fall by clapping and raising arms up. Then lowering the carpet by sinking the arms down.</p>	<p>Using controlled arm movements, first clapping, then raising and lowering to move the magic carpet around.</p> <p>Pay close attention to the music and the timing of arm movements.</p>	Listen for the music changes, to indicate the change of arms movements.



Magic carpet ride Time to go on a ride on the magic carpet by clapping hands, raising arms and standing up. Exploring the sky by tilting arms to change the carpets direction. Then sinking back down to earth.	Using the music as a guide, tilt and glide on your magic carpet ride.	Are they tilting and swooping on the magic carpet, interpreting the music using arm movements?
Splashing in the sea Landing on a tropical island, explore the beach and kick the water.	Use light skipping to explore the island and kicking and splashing movements with legs. Big smiles on everyone's face to show what fun they're having.	Are they splashing, skipping and using different pathways to explore?
The Forest Creep! Next explore the tropical forest, use quiet and careful movements on different levels.	Silent light steps to creep about the forest, looking out for tropical creatures and exploring the space.	Is everyone moving silently and carefully using light movements?
Monkeying about! There are monkey in trees. They run along the branches with long, dangly arms and floppy legs. Move around as a monkey!	Arms should be floppy and knees bent as everyone makes their bodies like a monkey's.	Are the monkeys loose limbed with bended knees? Can they move with ease through the tropical island?
Tropical birds Beautiful tropical birds live on the island! Elegant bird walk with fingers as feathers.	Standing tall and proud with a straight back. Stride around gracefully, using arms and hands to make fancy feathers.	Do the birds stride gracefully with the music? What feather patterns can be made using hands and fingers?
Going home Everyone in pairs to a partner - journey home on the magic carpet.	In pairs everyone sit one behind the other. The person in front leads their partner back home, tilting arms up and down to change direction. Followers copy the leader exactly, with the same arm movements and keeping on the same pathways.	Are the pairs keeping together and following each other's moves exactly?
Cool down Time to stop, lie down in a space and relax.	Relax the whole body and think of the magic carpet ride you've been on!	Did you enjoy your magic carpet ride? Next time we travel to somewhere very cold!

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



2: Magic carpet ride to the North Pole

The second session of the unit and we're on a magic carpet ride to the North Pole. We'll be blown by the polar wind, have a 'slow-mo' snowball fight and do the polar bear plod, before rounding it all off with a Magic Carpet Dance!

Lesson summary:

Magic carpet warm up: Hand clapping and arm stretching to make the carpet rise and fall.

Jumping about: Lightly jumping about to warm up for the very cold magic carpet ride ahead.

Skipping: Skip through the spaces to find a partner.

Magic carpet ride to the North Pole: Travelling on the magic carpet using arms to steer.

Polar wind: With partners try struggle into the polar wind.

Snowballing slow-mo: Slowed down snow ball fight.

Polar Bear Plod: Slow silent polar bear plod.

Magic Carpet Dance: Putting together the whole 'Magic Carpet' story.

Cool down: Curl, uncurl and relax!

Movement focus:

- **Body:** Arms, legs, hands, feet and whole body
- **Action:** different walking, magic carpet and North Pole actions
- **Dynamics:** responding to different music and changing directions
- **Space:** varying pathways and exploring the spaces
- **Relationships:** single and pair-work



Session 2 structure: Magic carpet ride to the North Pole

Content	Guidance	Evaluation
<p>Magic carpet warm up Gentle hand clapping, then arms stretches to practise making the carpet rise and fall.</p>	Arms rise and fall with the music and make the magic carpet rise and fall.	Is everybody ready for another magic carpet ride?
<p>Jumping about Bounce up and down with the music.</p>	Light and springy jumps landing on your toes with bended knees.	How high can you jump? Is everyone springy on bended knees?
<p>Skipping Find a partner by skipping through the spaces.</p>	<p>Swinging arms and lifting knees as high as possible.</p> <p>Children should use lots of different pathways and when the music stops get into pairs.</p>	Has everyone found a partner?
<p>Magic carpet ride to the North Pole In pairs travelling on the magic carpet using arms to steer through the space.</p>	<p>Pairs sit/stand one behind the other in a space.</p> <p>Those in front are going to lead, so raise arms together and tilt them up and down from side to side to steer through the space.</p>	<p>Listen for the music changes do the pairs change their arm actions?</p> <p>Are the leader's actions being carefully followed?</p>
<p>Polar wind Pairs try to walk into the polar wind.</p>	Spreading feet apart to help balance, leaning into the wind like they're pushing with one shoulder.	<p>Is everybody pushing themselves through the polar wind?</p> <p>Are pairs following close behind each other?</p>
<p>Snowballing slow-mo Slow motion snow ball fight.</p>	<p>In turns bending down, making and throwing a snowball!</p> <p>Everyone moving in slow motion really, really slowly.</p> <p>Actions should be as slow and clear as possible.</p>	How slow can they go?
<p>Polar Bear Plod Slow silent polar bear plod.</p>	Make bodies into the shape of a big bear. Stretch up tall and everyone hold out their hands to make big paws with sharp claws! Move around as a polar bear, with slow, plodding but silent steps.	<p>Is everyone plodding like a polar bear?</p> <p>How silent are the slow plodding steps?</p>



<p>Magic Carpet Dance Putting some of the magic carpet moves together from the unit to create one final dance.</p>	<p>Working in pairs, listen to the music to guide you through the different movements from the magic carpet unit:</p> <ul style="list-style-type: none"> - Rolling the carpet - Carrying it home - Travelling on the carpet - Tropical island - monkeys - Carpet ride - lift and soar - North Pole - polar bear plod - Magic carpet ride home 	<p>Is everyone changing movement with the music?</p> <p>Are pairs working together and copying each other's movements?</p>
<p>Cool down It's time to relax and wind down from our magic carpet ride.</p>	<p>Take big deep breaths. Curl knees in and then stretch arms and legs out.</p>	<p>Is everybody relaxed?</p> <p>Next time we explore autumnal themes.</p>