

# Dance KS1: Let's Move

## Noah and the ark



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

### 1: Noah builds the Ark

*Go to webpage*



### 2: The animals arrive two by two

*Go to webpage*



### 3: The big flood

*Go to webpage*



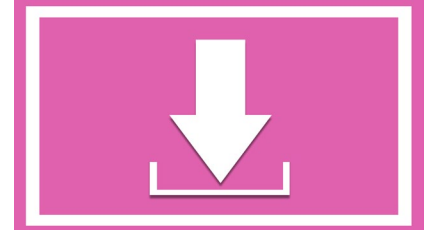
## Introduction

*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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# Noah and the ark

## 1: Noah builds the ark



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dance session as an  
mp3 file*

This unit is based on the Bible story of *Noah and the ark*. In this first session the children are introduced to Noah. He lives happily with his family, but all around him people are behaving badly. God speaks to Noah and tells him to build an ark. Noah builds the ark and gets it ready for the flood. In this session the children learn a happy dance, then a contrasting angry, stamping dance. They work with a partner, doing different building actions, as they get the ark ready.

### Lesson summary:

- **Warm up:** skipping and jumping
- **The sun comes out:** spreading arms and legs, with fl uttering fingers
- **Happy people:** shaking hips, clapping and then skipping around the space
- **Angry people:** stamping around space; shaking fists
- **Noah chops some wood:** pairs - chopping and sawing
- **Noah builds the Ark:** pairs - hammering and painting
- **The Ark is finished:** groups - growing into the ark
- **Noah is happy:** revisiting movements from The sun comes out
- **Cool down:** curling up small

### Movement focus:

- **Body:** Stretched and upright, curled up small, arms, legs and feet
- **Action:** stepping in time, clapping, jumping, skipping, stamping, growing, shrinking
- **Dynamics:** contrasts in speed, strength
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner



## Session 1 structure: Noah builds the ark

Content	Guidance	Evaluation
<b>Warm up</b> Children skip around the space. They jump, as though they are splashing in puddles.	Encourage children to make their own pathway, not following anyone else.	Can children skip energetically?  Can they jump, with control, when the music changes?
<b>The sun comes out</b> Children spread their arms and legs slowly and fl utter their fingers, as though they are the rising sun	Children need to make sure they are in a space of their own.  Encourage them to stretch out in a slow, controlled way.	Can children work on their own?  Can they show a clear contrast between their small, curled shape, then wide stretched shape?
<b>Happy people</b> Children shake their hips, clap on the spot, then skip around the space.	Children need to shake their hips with lots of energy! They should listen carefully to the music, so that they can clap the correct rhythm.	Can children remember the rhythm and keep clapping in time?  Can they reflect the happy, energetic style of the music in their enthusiastic dancing?
<b>Angry people</b> Children stamp around the space angrily in time to the music. They stop and shake their fists.	Encourage children to make their own pathway through the space, not following anyone else.  They need to stamp loudly and shake their fists hard.	Can children remember and repeat the sequence of stamping, followed by shaking?  Can they hear and respond to the changes in the music?
<b>Noah chops some wood</b> Pair work: children work together making chopping and sawing movements.	Children need to chop, moving their arms with big, fast downward movements, then saw, with smooth, backwards and forwards movements	Can children work co-operatively with their partner, moving together in time to the music?
<b>Noah builds the Ark</b> Pair work: children hammer, paint and jump in time to the music.	Help children to remember the sequence of stretching up high, then reaching down low, then to one side, then the other. They need to listen carefully to instructions.	Can children move quickly, remembering their different actions and keeping with the music?
<b>The Ark is finished</b> Group work: children work together to slowly grow into the finished Ark.	Encourage the children to imagine the different parts of the Ark and to make their own interesting body shapes eg straight and tall for a door, small and round for a porthole.	Are children able to move in a controlled way, as they slowly grow into their Ark shapes?  Are they able to make interesting and contrasting shapes with their bodies and hold these still?



<p><b>Noah is happy</b> Children remember their happy shaking, clapping and skipping dance from earlier in the programme.</p>	<p>Encourage children to move with lots of energy. Help them to remember the clapping rhythm.</p>	<p>Can children keep up with the fast clapping rhythm?</p> <p>Can they shake their hips and skip energetically?</p>
<p><b>Cool down</b> Children slowly bring in their outstretched arms and legs, to curl up small and sink down, as though they are the setting sun.</p>	<p>Children need to move in a controlled way, listening and responding to the slow music.</p>	<p>Can children slowly change their body shape, from wide and outstretched to small and curled up?</p>
<p><b>Cool down</b> Imagine that you are lying in your cosy bed. Wriggle your fingers and toes and relax.</p>		



## 2: The animals arrive two by two



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

Noah is told by God to find two of every kind of animal. This second session includes searching and travelling, as we help Noah look for animals to go into the ark. The animals enter the ark and the rain begins. Children remember their happy dance from last time. Then, with a partner, they show the different animals entering the ark.

### Lesson summary:

- **Warm up:** shaking, clapping and skipping around the space
- **Cleaning the Ark:** skipping; contrasting high and low level positions
- **Noah searches:** controlled slow steps
- **Noah searches – pairs:** controlled steps following a partner
- **Elephants:** big, heavy steps
- **Tigers:** stealthy, elegant steps
- **Mice:** light, quick footsteps
- **Penguins:** waddling steps
- **Snake:** wriggly at high level position using arms
- **The animals go in:** whole group, re-creating animal of choice
- **The rain begins:** fluttering fingers to show falling rain
- **Cool down:** stretches

### Movement focus:

- **Body:** Stretched and upright, arms, legs, hands, fingers, and faces
- **Action:** stamping, scuttling, slithering, waddling, creeping, holding still, running, crouching
- **Dynamics:** contrasts in speed, strength
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner





## Session 2 structure: The animals arrive two by two

Content	Guidance	Evaluation
<b>Warm up</b> Children remember their warm up dance from Episode 1. They shake their hips and clap on the spot, then skip around the space.	Help children to clap the correct rhythm. They need to skip with light footsteps..	Can children skip with lots of energy, but in a controlled way? Can they make their own pathway and use the whole space? Can they remember the moves from last time and work independently?
<b>Cleaning the Ark</b> Children skip around the space. They reach up high and crouch down low to polish the Ark.	Encourage children to make their own pathway and to use the whole space. They need to polish with small, circular movements.	Can children explore different levels, as they stretch up really high, then reach down low?
<b>Noah searches</b> Children creep in time to the music. They then stop and move their heads from side to side, as they search for animals.	Children need to step in time, moving with light, silent footsteps. They should try to anticipate what happens next, as they alternate between creeping and looking movements.	Are children concentrating well and listening carefully to the music? Are they able to alternate their movements and stay in time?
<b>Elephants</b> Pair work: children walk side by side as elephants, into the Ark.	Children should walk with big, heavy footsteps and swing their arms as though they are their trunks.	Can children clearly show the character of an elephant in their movements?
<b>Tigers</b> Pair work: children walk side by side as tigers, into the Ark.	Children should walk with graceful, silent footsteps. They should lift up their curled, outstretched fingers, as though these are their claws.	Can children clearly show the character of a tiger in their movements?
<b>Mice</b> Pair work: children walk side by side as mice, into the Ark.	Children should scuttle with tiny, light footsteps. They need to hunch their shoulders a little and curl their hands to make their paws	Can children clearly show the character of a mouse in their movements?
<b>Penguins</b> Pair work: children walk side by side as penguins, into the Ark.	Children should hold their arms stiff and straight by their sides, with hands pointing outwards. They need to take small, waddling steps.	Can children clearly show the character of a penguin in their movements?



<b>Snakes</b> Pair work: children walk side by side as snakes, into the Ark.	Children should hold their palms together above their head. They need to wiggle their head and body from side to side.	Can children clearly show the character of a snake in their movements?
<b>The animals go in</b> Pair work: children decide with their partner which animal they are going to be. One pair makes an archway – the entrance of the Ark – and everyone else goes through this.	Encourage children to really think about the particular gestures and different ways of moving their chosen animal might have.	Can children be creative and use interesting body shapes and ways of moving to depict the animal they have chosen?
<b>The rain begins</b> Sitting on the spot, children lift their arms up and down and flutter their fingers, to show the rain falling.	Make sure children are sitting in a space of their own and encourage them to lift their arms up and down with slow, gentle movements. They should flutter their fingers quickly.	Can children work together as a whole class to create an impression of the rain falling?  Can they flutter more and more quickly, as the rain increases?
<b>Cool down</b> The children lie down in a space and stretch out.		





## 3: The big flood



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dance session as an  
mp3 file*

In this final session the rain comes, but Noah and his family and the animals are safe in the ark. They go on a long journey across the sea. The rain finally stops and when Noah sends out a dove it returns with a twig in its beak. Noah and his family have reached dry land. Then God sends a rainbow, which fills the sky.

In this session children work in pairs to make the ark and they travel through the space, as though they are being tossed up and down on the rough sea. Finally, there is a big procession of animals and with their partner, children make a rainbow, which fills the sky.

### Lesson summary:

- **Body:** Stretched and upright, curled up small, arms, legs, hands, fingers, and faces
- **Action:** swaying, growing, soaring, stretching, sweeping, shaking
- **Dynamics:** contrasts in speed, strength
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner

### Movement focus:

- **Body:** arms, legs, hands, feet and whole body
- **Action:** walking and jumping in the snow, making snowballs, building and decorating
- **Dynamics:** responding to different music and changing directions
- **Space:** making your own curvy pathways through the space, using high and low levels
- **Relationships:** single and pair work



## Session 3 structure: The big flood

Content	Guidance	Evaluation
<b>Warm up</b> Children remember their happy, hip shaking, clapping and skipping dance.	Encourage children to skip with light, energetic steps. Help them to think ahead about which dance move comes next.	Can children remember their dance from last time?  Can they clap the rhythm and move quickly from one move to another?
<b>Angry people</b> Children remember their cross, stamping dance. They travel around the space, stopping to shake their fists.	Encourage children to listen to the music and to step in time.  Encourage them to shake their fists when the music changes and to step more and more heavily, as they imagine the water rising.	Can children remember their dance from last time?  Are they making their own pathway around the space, not following anyone else?  Can they show that the water is rising in the way that they move?
<b>The Ark sails away</b> Pair work: children make an ark with their partner, one standing behind the other. At first they sway on the spot, but as the storm grows, they travel together around the space, as though they are being tossed on the waves.	Children need to stand close to each other and move at the same time. Encourage them to bend and straighten their knees and to move gently from side to side. They need to take small steps when travelling together around the space	Can children co-operate with each other and move 'as one'? Can they travel in a controlled way around the space?
<b>Sweep up</b> Children use quick, backwards and forwards movements, as they sweep in time to the music.	Children need to work independently. They should sweep with lots of energy and use as much of the space as they can.	Can children keep going with their brisk sweeping movements and make their own pathway around the space?
<b>Feed the animals</b> Children jog around the space. When the music stops, they stop and feed the animals.	Children need to jog with small, light footsteps. They should listen carefully to the music, so that they know when to stop.	Can children make their own pathway around the space and stop straight away with the music?  Can they follow instructions – stretching up high and crouching down low to feed the animals?
<b>Noah sends out a dove</b> Children move around the room, flapping their arms slowly and soaring up and down, as though they are the dove.	Children need to move slowly and gracefully, gently moving their arms up and down. They should bend their knees, as they soar low, then stretch up high again, as they fly up into the sky.	Can children move slowly with control, as they make their own curvy pathway around the space?



<p><b>The animals come out, two by two.</b> Pair work: with their partner, children decide which animal they are going to be and practise this. They then make a line and walk across the space with their partner, as though they are processing out of the Ark.</p>	<p>Children need to really think about how they might show their animal in the way that they move.</p> <p>Encourage them to think about how they use their bodies to show their animal's different features eg size, weight, number of legs.</p>	<p>Can children clearly show what their animal is by the interesting way that they move and the gestures that they make?</p>
<p><b>A beautiful rainbow</b> Pair work: children work together to grow into a rainbow. They start off crouched down low and slowly stretch up, curving their bodies towards each other.</p>	<p>Children need to move slowly, from a crouched, curled up shape, to a stretched position. They need to make sure that they are well balanced, with both feet flat on the ground.</p>	<p>Can children work well together and move slowly, with control, as they gradually grow from their curled-up shape and stretch out their bodies?</p>
<p><b>Cool down</b> Children lie down on the floor and take deep breaths.</p>		