

# Dance KS1: Let's Move Opposites



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

## 1: Wake up - it's Spring!

[Go to webpage](#)



## 2: Spring celebrations

[Go to webpage](#)



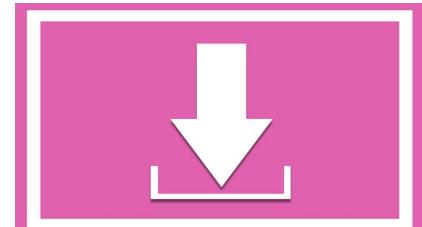
## Introduction

*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:

3rd Floor Bridge House  
MediaCityUK  
M50 2BH



# Opposites

## 1: Wake up - it's Spring!



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

This unit explores 'opposites' through the context of the arrival of Spring and rabbits enjoying the spring sunshine. The children will spend most of their time working with a partner. There is also an emphasis on the children finding their own ways to develop their movements and incorporate them into a final dance.

### **Lesson summary:**

**Warm up:** a game of opposites, in which the children have to follow the instructions given by Justin

**Jumping:** a sequence showing contrasting movements: curling up small and finding different ways to jump

**Moving forwards and backwards:** contrasting travelling steps forwards and backwards – opposites.

**Spinning:** running forwards and spinning in pairs

**Cool down:** a reprise of the 'Justin says...' game again

### **Movement focus:**

Stretching tall and curling small; jumping in time to music and finding own ways to jump with a partner; contrasting travelling steps show opposites; controlled spinning; developing movements with a partner.



## Session 1 structure: Wake up - it's Spring!

Content	Guidance	Evaluation
<p><b>Warm up.</b>  <b>A game of opposites, called 'Justin says!'</b>  Children stand in their own space. 'Go to sleep' is the instruction to curl up; 'Wake up' is the instruction to stand tall and stretch.  When the game develops, children must only move if Justin begins his instructions 'Justin says...'</p>	<p>Encourage children to keep to their space and to show as much contrast in their curling and stretching movements as they can.</p>	<p>Do the children curl up really small and stretch really tall?  Do they listen carefully for the instructions – especially those instructions that do not begin 'Justin says'.</p>
<p><b>Pairs. Jumping as rabbits.</b>  Skip around the space to the music to find a partner and then curl up small together, like two sleeping rabbits.   Pairs stand slowly to the music, hold hands, then bounce lightly with the music. Then curl up again. Then children find new ways to jump to the music: i) together; ii) one jumping while the other stands still; iii) swapping over; iv) choosing own way to jump.</p>	<p>Watch to make sure that everyone finds a partner and curls up on the floor at the end of the skipping music.   Then children need to listen carefully for the instructions about jumping and listen carefully for the beginning and ending of each sequence of movement.   Children should show opposites between movement and stasis.</p>	<p>Do the children listen carefully for the beginning and end of music and move at the right times?   Do they stand really still when it is their partners turn to jump?  Can they jump with light, springy steps?</p>
<p><b>Pairs. Moving forwards and backwards slowly.</b>  Running forwards with quick, light steps; then walking backwards slowly holding hands.   The movement develops by pairs showing they are tired after running forwards together. Pairs then try the sequence through twice, without Justin's voice.</p>	<p>All the children need to face the same way – towards the teacher. Make sure that everyone is spread out so that there is no danger of collisions when pairs walk backwards.   Children need to show a strong contrast between the running with light steps and the tired walking, with slow heavy steps.</p>	<p>Do the children respond to the contrasting music?   Can they match their movements to the music?</p>



<p><b>Pairs. Running forwards and spinning in pairs.</b> Running forwards, then spinning in pairs.</p> <p>The sequence develops by running and spinning in the opposite direction.</p> <p>The sequence ends with a run and spin in the original direction, without Justin's voice to guide.</p>	<p>For the spin, pairs hold both hands and begin by walking around in a circle, then getting faster.</p> <p>The spinning music gets progressively faster – so watch that pairs don't get out of control.</p>	<p>Are pairs able to follow the music, spinning gradually faster but remaining in control?</p> <p>Do they listen and respond to instructions – eg to move in the opposite direction?</p> <p>Do pairs respond to the music without Justin's voice to guide them.</p>
<p><b>The game 'Justin says' again.</b> Children cool down with another game of 'Justin says', listening carefully for his instructions.</p> <p>Children must only move if Justin begins his instructions 'Justin-says...'</p>	<p>Pairs split and everyone moves in their own space. The movements are a reprise of the opening sequence.</p>	<p>Do the children curl up really small /stretch tall?</p> <p>Do they listen carefully for the instructions – especially those instructions that do not begin 'Justin says'.</p>



## 2: Spring celebrations



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

### **Lesson summary:**

**Warm up:** a game of 'Justin says...' using movements from the first programme

**Spinning:** revising spinning and finding different ways to spin with a partner

**Spinning development:** combining spinning with other movements, including travelling steps in curling

**Curling and stretching:** finding own ways to represent the opposite movements of curling and stretching

**Jumping:** finding own ways to jump to create final sequence of the dance

**Celebration dance:** putting all the elements of the celebration dance together in order

### **Movement focus:**

Contrasting travelling movements – running forwards, walking slowly backwards; spinning; curling small, standing tall; combining all elements for a final run through of the dance.

## Session 2 structure: Spring celebrations

Content	Guidance	Evaluation
<p><b>Warm up: a game of opposites, called 'Justin says'!</b> The game develops in this programme by including some of the movements from last time.</p>	<p>The movements are 'go to sleep', 'wake up', 'run forward', 'jump up and down', 'walk carefully backwards' and 'lie down'. Again, children can only move if Justin begins his instructions 'Justin says...'</p>	<p>Do the children remember the movements from last time? Do they listen carefully for the instructions and only move when Justin says 'Justin says'?</p>
<p><b>Pairs. Spinning.</b> Skip to the music to find the same partner as last time.  Revising movements from last time: running forward, spinning - slowly getting faster, hiding down the rabbit hole.  Then finding different ways to spin with the music: i) spinning with partner holding hands; ii) one spins, while the other remains hiding down the hole; iii) swap over and repeat; finding own way of spinning and repeating three times through.</p>	<p>Children should listen to the sounds and then clap to the music as directed.  Justin offers some ideas for how the children can develop their spinning sequences – eg how to use their hands / arms.  There is an invitation to pause the programme at 04' 12" in the track. Use this to pause the programme and practise some ideas.</p>	<p>Do the children remember the spinning movements from last time? Can they spin maintaining balance and control?  Do they think of imaginative developments of their own to bring to the spinning movements?</p>
<p><b>Pairs. Putting the movements to music.</b> Children perform the movements Justin has just explained to music.</p>	<p>Children should be familiar with the moves now and respond quickly and accurately to the music.  This sequence ends with an invitation to replay the music to have another go.</p>	<p>Are the children showing greater familiarity with the moves and which music cues go with each movement?  Do they show collaboration between spinning and hiding?</p>
<p><b>Pairs. Curling up small and standing tall.</b> Returning to the movements of curling small and stretching tall, but this time finding own way to show these movements to create the pening section of the celebration dance.  Then, with music, children show their own way to curl up small; then own way to stand up tall together. Then repeat twice through with the music.</p>	<p>At 30" into the track, there is an invitation to pause the programme so that children can practise their own ways of curling up small and stretching up tall. If you have time, pause the programme here.  Children are creating the opening section of their spring celebration dance, which they will put together with the other sections later in the programme.</p>	<p>Do pairs work well together when they create their own ways to curl and stand?  Do they introduce imaginative movements of their own?</p>



Content	Guidance	Evaluation
<p><b>Pairs. Creating the end of the celebration dance.</b> The end of the dance is pairs jumping together in the spring sunshine in their own ways. First they practise to the music. Then follow the music cues to lie down on their backs.</p>	<p>Children need to think of different ways to jump, but they can use some of the movements they have already developed.</p> <p>Jumps should be light, spring and happy...and in time to the music.</p>	<p>Do children find their own ways to jump?</p> <p>Can they move together in time to the music?</p>
<p><b>Pairs. Putting all parts of the celebration dance together.</b> Justin explains how the dance is going to be put together.</p>	<p>The pattern of the dance is:</p> <ol style="list-style-type: none"> <li>1. Beginning. Showing own ways to curl up small and stand tall x 2</li> <li>2. Middle. Run forward with partner and spin; change direction and repeat; change direction and show own way of spinning x 3</li> <li>3. End. Showing lots of different ways to jump together, finally lying down on backs to rest.</li> </ol> <p>You may wish to pause the programme before the music begins to confirm the sections and movements of the dance.</p>	<p>Are the children listening carefully for the instructions?</p>
<p><b>Pairs. The celebration dance.</b> Justin guides pairs through the celebration dance with the music.</p>	<p>The music cues / instructions are:</p> <ul style="list-style-type: none"> <li>- curl up small on the floor</li> <li>- stand up tall</li> <li>- curl up small again</li> <li>- stand up tall again</li> <li>- stand beside partner</li> <li>- run forward</li> <li>- spin with partner, holding hands</li> <li>- hide down the rabbit hole</li> <li>- stand up and face the opposite way</li> <li>- repeat run forward and spin</li> <li>- hide again</li> <li>- one stands up and faces front again to spin (other hides)</li> <li>- swap / repeat</li> <li>- swap / repeat</li> <li>- both stand up together and find ways to jump together</li> </ul> <p>The sequence ends with an invitation to replay track 30 to have another run through off the dance.</p>	<p>Do the children anticipate each new move of the dance?</p> <p>Do they dance together well?</p> <p>Do they respond to the contrasting music cues and keep in time?</p>