

Dance KS1: Let's Move People who help us



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

1: Just one day

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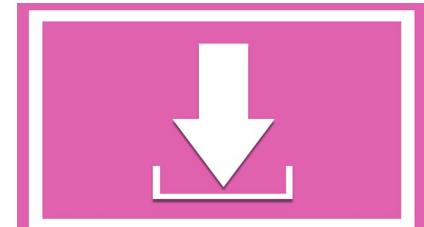
Introduction

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:

BBC Teach
3rd Floor Bridge House
MediaCityUK
M50 2BH

People who help us

1: Just one day



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

This is a two-part unit based on the movements of some of the different people who help us. The first session is school-based and focuses on teachers, cooks and lunchtime helpers, friends and older children. The second takes us on an adventurous journey to meet - and help out with the actions of - doctors and nurses, fire-fighters and traffic police.

Lesson summary:

Warm-up - Friends: Partners travel side by side with light, rhythmic skipping steps through the spaces, stopping with the music to hold hands and skip round together in a small circle. Repeat.

Teachers: Working in pairs, one person uses their hand to draw enormous shapes in the air (circle, square and triangle), then their partner cuts the shape out with imaginary scissors. Swap and repeat.

Teachers: Follow-the-leader floor shapes – partners turn their air shapes into selected floor shapes, using their feet to walk around or draw their chosen shapes on the floor.

Lunchtime helpers: Cooks' sharp, rhythmical, chopping actions contrasted with smooth, continuous stirring and mixing actions.

Lunchtime helpers: Clearing up: collecting and piling plates high, then picking them up and walking carefully through the spaces balancing them with wobbly body movements.

Playground games: Hopscotch: Hopscotch jumping patterns, going forwards, backwards or sideways.

Playground games: Football: Dribbling an imaginary ball through the spaces, kicking the imaginary ball to pass it to one another and shooting the ball to score a goal!

Cool down - Class circle: Forming a big class circle to finish and reflect on 'People who help us' at school.

Movement focus:

- **Body:** Whole body and isolated body parts (hands and feet)
- **Action:** Big and small
- **Dynamics:** Quick and rhythmic; smooth and continuous
- **Space:** Air and floor patterns
- **Relationships:** Solo, pairs, whole class



Session 1 structure: Just one day

Content	Guidance and Evaluation
<p>Warm up: Friends Partners travel side by side with light, rhythmic skipping steps through the spaces, stopping with the music to hold hands and skip round together in a small circle. Repeat</p>	<p>Stay close to your partner and keep looking for spaces. Be careful not to bump into anyone. Skip in time with the music.</p>
<p>Pause point, ready to: Skip round together in a small circle, then in and out the spaces. Repeat, skipping forwards together, through the spaces.</p>	<p>Be ready to let go hands during the first music, and to skip forwards during the second music.</p>
<p>Teachers Working in pairs: one person uses their hand to draw enormous shapes in the air (circle, square, then triangle). Then their partner cuts each shape out with imaginary scissors. Swap and repeat.</p>	<p>Draw a big, clear shape for your partner to cut out. Watch and copy your real teacher if you're not sure. Follow the music for the 'snip, snip, snip' cutting out actions.</p>
<p>Teachers Follow-the-leader floor shapes – partners turn their air shapes into floor shapes, using their feet to walk around or draw their chosen shapes on the floor.</p>	<p>Make sure that you've got enough room to walk round/draw the chosen floor shape. Partners stay close to the leader and follow their steps exactly.</p>
<p>Lunchtime helpers Cooks' sharp, rhythmical, chopping actions contrasted with smooth, continuous stirring and mixing actions.</p>	<p>Listen carefully to the music and clap out the different chopping rhythms accurately. Make the stirring action big, smooth and continuous.</p>
<p>Lunchtime helpers Music item to perfect chopping rhythms and stirring actions.</p>	<p>Move smoothly from one action to the next to form a sequence.</p>
<p>Playground games – Hopscotch Jump in patterns (going forwards, backwards and sideways).</p>	<p>Try a few different hopscotch patterns – travelling in different directions and jumping to the beat of the music.</p>
<p>Playground games – Football Dribble an imaginary ball with quick, kicking actions, weaving through the spaces. Pairs can then pass it to each other, and shoot the ball to score a goal!</p>	<p>Really show off your own, exaggerated football moves. Make your football dance varied and interesting to watch.</p>



Cool down: Class circle

Closing eyes to think about people who help at your school. Introduce session 2.

Children need to move in a controlled way, listening and responding to the slow music.

Cool down

Imagine that you are lying in your cosy bed. Wriggle your fingers and toes and relax.



2: Safety first



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

The narrative continues as the school children featured in the previous session travel by bus to visit the hospital and then onto the fire station to find out more about different people who help us.

Lesson summary:

Warm-up - Friends: Development of the warm-up in the previous session. Pupils skip through the spaces with light, rhythmic steps then, in pairs, skip round together in a small circle. Repeat.

Bus drivers: Travel through the spaces with the music, stopping each time the music stops to allow more passengers to get onto the bus. Ring the bell with the sound-effects and continue travelling steps with the music.

Hospital helpers: Partners take turns to practise using hands (as doctor or nurse) to 'bandage' different parts of their partner's body with focused, smooth circling movements. Then, bandaged like ancient Egyptian 'mummies', the patients travel through the spaces with straight, stiff arms and legs.

Bus drivers: Movements and music as above.

Fire fighters: Half the class cluster together with high, wide, outstretched arms like the flames of a fire. The rest of the class travel around, directing imaginary fire-hoses at the dancing flames. Gradually, the music and the flames get slower and smaller, in a tucked-in, crouched position. Children swap groups and repeat.

Traffic police: In the same two groups as above, half the class are 'cars and bikes' and the other half are 'buses and lorries'. The groups travel through the spaces, sometimes keeping still. Finally, all the children travel in and out of the spaces together – moving freely, just like the traffic.



Session 2 structure: Safety first

Content	Guidance and Evaluation
<p>Friends Development of the warm-up in the previous programme.</p> <p>Pupils skip through the spaces with light, rhythmic steps, stopping with the music to hold hands with the person closest and skip round together in a small circle.</p> <p>Repeat.</p>	<p>Keep looking for spaces as you skip in time with the music.</p> <p>Quickly find a friend nearby, hold their hands and skip round together, keeping with the timing of the music.</p>
<p>Bus drivers Travel through the spaces with the music, stopping each time the music stops, to allow more passengers to get onto the bus.</p> <p>Ring the bell with the sound-effects and continue travelling steps with the music.</p>	<p>Listen carefully to the music to stop and start at the right time.</p> <p>Look where you're going and don't bump into anyone.</p>
<p>Pause-point: Hospital helpers Partners take turns to practise their bandaging skills on one another.</p> <p>They use their hands (as doctors or nurses) to 'bandage' different parts of their partner's body with focused and smooth circling movements.</p>	<p>Patients should keep really still as the doctors bandage different parts of their body with smooth, continuous actions.</p>
<p>Hospital helpers Patients (bandaged like ancient Egyptian mummies!) travel through the spaces with straight, stiff arms and legs.</p>	<p>Doctors can gently guide their 'mummified' patient through the spaces.</p> <p>Patients should try to walk without bending their arms and legs!</p>
<p>Hospital helpers Swap over (Patients become doctors and doctors become patients)</p>	<p>Are the bandaging movements, smooth, careful and continuous?</p>
<p>Fire fighters Half the class cluster together in the middle of the room – bending and stretching their legs while reaching their outstretched arms up high or out to the sides, like the flames of a fire.</p>	<p>Don't cluster together too closely or you won't have enough room to move!</p> <p>Keep the bonfire movements going as the fire-fighters travel round the edge.</p>



<p>Fire fighters The rest of the class travel around them, each directing their imaginary hose at the dancing flames.</p> <p>Gradually, the music and the dancing flames get slower and smaller until they finally freeze in a tucked-in, crouched-low position, close to the floor.</p>	Listen carefully, to make your movements get gradually slower and smaller, with the music.
<p>Fire fighters Children swap groups and repeat.</p>	Are flames really flickering quickly, while fire-fighters walk round slowly and carefully?
<p>Traffic police Remaining in the same two groups as above, half of the class are 'cars and bikes' and the other half are 'buses and lorries'.</p> <p>The lively music and sounds cue each group when to travel through the spaces, and when to keep still.</p>	<p>Cars and bikes weave through the spaces with small, light steps. Buses and lorries travel with big, heavy steps.</p> <p>The sections are:</p> <ul style="list-style-type: none"> • cars and bikes • buses and lorries • cars and bikes • buses and lorries
<p>The animals go in 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.</p>	Encourage children to really think about the particular gestures and different ways of moving their chosen animal might have.
<p>The rain begins Sitting on the spot, children lift their arms up and down and flutter their fingers, to show the rain falling.</p>	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.
<p>Traffic police Finally, all the children travel in and out of the spaces together – moving freely, just like the traffic.</p>	Here, cars, bikes, buses and lorries move in combination – without bumping!
<p>Cool down Form a large, spread-out classcircle to sit and relax... and reflect on 'People Who Help Us' in the community.</p>	<p>Get back into your class circle quickly and without fuss.</p> <p>Listen to your teacher and to each other.</p>