

Dance KS1: Let's Move Pirates



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

1: On the rolling, rolling sea

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2: On Pirate Island

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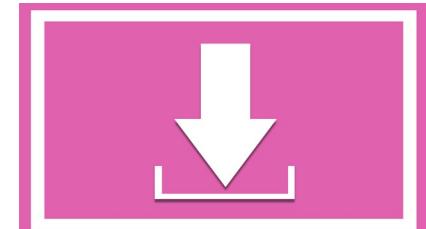
Introduction

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 taken 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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Pirates

1: On the rolling, rolling sea



Click to download this dance session as an mp3 file

Welcome aboard the 'Good Ship Collywobble' for a pirate dance adventure in search of buried treasure! In this dance session the children will dress up as pirates, adopt pirate characters, get the 'Collywobble' ship-shape, dance a pirate hornpipe and set sail in search of the treasure!

Lesson summary:

- **Warm up:** reaching high and bending low
- **The motley crew:** upper body and face gestures to convey a pirate character
- **Sword practice:** swishing high and low with an imaginary sword – in plenty of space!
- **Cap'n Grumble:** travelling steps and gestures to convey the ship's captain
- **Pirate characters:** working in pairs to create a movement sequence of two contrasting pirate characters
- **Scrubbing the decks:** quick scrubbing actions low to the ground
- **Mopping the ship:** upright, slow mopping actions
- **Hoisting the sails:** climbing the rigging: working with a partner, pulling and climbing
- **The pirate hornpipe:** working in groups of four to create a celebratory pirate dance: clapping, tapping and climbing rigging

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands and feet
- **Action:** stepping in time, skipping, clapping, tapping, climbing
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space
- **Relationships:** working with a partner, working in a group of four

Session 1 structure: On the rolling, rolling sea

Content	Guidance	Evaluation
<p>Warm up Reaching arms high and sweeping low, like the sea, in time with the music. Then add rolling actions with one hand going over the other, moving higher and lower.</p>	<p>Justin talks the children through all the actions. Make sure everyone sits quickly at the end of the warm up ready to listen – you may wish to pause the session.</p>	<p>Are the children listening carefully and engaging with the session? Do they respond accurately to Justin's instructions?</p>
<p>The motley crew The children get into character as one of the pirate crew – they use their hands, arms and faces to show how 'rough and tough' they are.</p>	<p>The movement activity is accompanied by a short sequence of music during which the children can strike their pirate gestures and show them off to everyone else. You may wish to pause the session, so that individuals have a chance to show their pirate gestures to everyone.</p>	<p>Do children find appropriate gestures to convey the pirate character?</p>
<p>Sword practice The children continue getting into character with some sword practice – swishing and swashing an imaginary sword, at high and low levels.</p>	<p>Safety is paramount – so make sure everyone is in plenty of space and keep an eye open for anyone in danger of straying towards a neighbour.</p>	<p>Do the children enjoy the opportunity here for a bit of fun while maintaining a sensible distance from neighbours?</p>
<p>Cap'n Grumble The children move around the deck as Cap'n Grumble, the incompetent captain. They stagger, look at a map or compass, point directions, etc.</p>	<p>The emphasis here is on having fun and using gesture to convey character. Justin's voice-over gives plenty of suggestions for individual movements during the sequence.</p>	<p>Are the children able to convey appropriate movements and gestures for Cap'n Grumble? Do they respond to the movement suggestions in Justin's voice-over?</p>
<p>Pirate characters Working in pairs. Each member of the pair works on their own pirate character, perhaps remembering some of the gestures from the warm up. The suggestion in the session is to go for a clear contrast between a big, burly pirate and one that is completely timid.</p>	<p>Pause the session after the words 'pause now'. Then let each pair have just a short period of time to work on their pirate characters. You'll need to move between the pairs reminding them of the suggestions and checking on their progress. But don't spend too long on it! When the session resumes each pair should be standing in a space together, ready to move to the music.</p>	<p>Do the pairs work together co-operatively on their pirate characters? Do they create contrasting characters, following the suggestion in the session?</p>
<p>Pirate characters – music The music track to accompany the pirate characters sequence.</p>	<p>The music lasts about 25". If you'd like to repeat the sequence, simply skip back to the beginning as many times as you wish.</p>	<p>Are the children able to perform their dance as a pair, rather than as individuals?</p>



Scrubbing the decks Working alone again, the children get down on hands and knees to give the Collywobble's decks a good scrub.	The children need to make simple, repetitive movements with their hands, while moving slowly forward.	How do the children respond to the cleaning challenge? Are they able to convey a real sense of scrubbing... and how hard it is?
Mopping the ship After the quick, close movements for scrubbing the children stand up to mop the ship slowly with a mop and bucket.	The children stand up to mop the ship. The movements should contrast with the scrubbing in terms of height and speed.	Are the children able to convey a real sense of scrubbing? Do their movements contrast with the scrubbing?
Hoisting sails/climbing rigging Working in pairs. The children work in pairs to hoist the sail. They synchronise movements, pulling on an imaginary rope. Then each member of the pair chooses their own pirate music to climb up the rigging, before acting as 'look out' and climbing down.	The movement is made up of pulling down on the rope, then reaching up to pull it down again. There are two different bits of music for the climbing. Pause the session when invited to do so to allow each member of the pair to choose their music.	Do the children convey a real sense of climbing? Do they use both upper and lower body movements together?
The pirate hornpipe Each pair links arms and moves around the space to find another pair to make a group of about 4. Then, standing in a circle, they practise the 'Pirate hornpipe': i) clapping in time to the rhythm, ii) tapping one foot then the other in time to the music with folded arms, iii) climbing the rigging with climbing actions	The music sequence for pairs to find each other lasts 20".	Do the groups keep in time together with the music? Are they enjoying working together in larger groups?
The pirate hornpipe 2 The dance is repeated with additional movements and gestures	The dance lasts about 30". To perform it as often as you'd like simply skip back to the beginning. During the clapping sequence the children move around in a clockwise direction – be ready to point out the direction when Justin asks you to do so! The tapping sequence is this time accompanied by pirate gestures and small movements.	Do the members of the group develop their dance in line with Justin's instructions? Has their timing improved?
Cool down Slow, controlled stretches and bends.		



2: On pirate island



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

In today's session the children are back on board the 'Collywobble'. They get back into their pirate characters, land on Pirate Island, go in search of the buried treasure, then dig for gold where X marks the spot!

Lesson summary:

- **Warm up:** wave movements, high and low, inspired by the rolling waves
- **Pirate characters:** pairs help each other to dress into pirate costume
- **Jobs on board the Collywobble:** contrasting movements to complete a range of jobs on board ship
- **Rowing to Pirate Island:** pairs take their rowing boats ashore
- **Travelling around Pirate Island:** group travelling sequence avoiding various hazards
- **Searching for treasure:** group travelling sequence with slow, exaggerated steps
- **Celebration dance:** a Spanish-inspired dance with hands above heads
- **Pirate hornpipe:** revisiting the pirate hornpipe dance from last time
- **Back to the ship!** Travelling steps across the island followed by rowing actions
- **Cool down**

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands and feet
- **Action:** stepping in time, skipping, clapping, tapping, climbing
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space
- **Relationships:** working with a partner, working in a group of 4



Session 2 structure: On Pirate Island

Content	Guidance	Evaluation
<p>Warm up Making wave movements with the whole body – reaching up high and bending low.</p> <p>Then the same movements are repeated, but travelling around the space.</p>	<p>Justin talks the children through all the actions.</p>	<p>Are the children listening carefully and engaging with the audio?</p> <p>Do they respond accurately to Justin's instructions?</p>
<p>Pirate characters Working in pairs, the children adopt pirate characters using 'rough tough' expressions, helping each other to get dressed...followed by more sword practice.</p>	<p>In Justin's voice-over he gives instructions for hats, buttons, buckling belts, getting boots on. The sequence ends with a very brief return to pirate sword practice – make sure that pairs have enough space.</p>	<p>Can children show the different elements of dressing?</p> <p>Are they able to help each other?</p>
<p>Rowing to Pirate Island Still in pairs, the children row to Pirate Island. They sit side by side on the boat, reach forward and pull back on their oars – being sure to keep in time with each other.</p> <p>At the end each pair pulls their boat ashore</p>	<p>The children should adopt a good rowing position sitting close side by side, straight backs and knees bent.</p> <p>Justin's voice-over will help to keep the pairs in time.</p>	<p>Do the children work together?</p> <p>Are they able to keep in time together as they row?</p>
<p>Searching for treasure The children get into groups of about 3 or 4 and choose one person to be a leader.</p> <p>Then groups travel, following their leader, in a curving pathway, being sure to follow the leader exactly. There are exactly 8 steps to the travelling pattern.</p> <p>Then each group moves into a small circle and everyone digs using imaginary spades.</p> <p>Then the group links hands together to lift the treasure chest out of the ground.</p>	<p>You will need to pause the audio file on the words '...be a leader' so that the children have time to get into their groups.</p> <p>There are 8 steps for the children to travel to – each one counted out by Justin. So they will need to anticipate his voice and move with slow, exaggerated steps in time to his counting.</p>	<p>Are the members of the group able to copy their leader's steps?</p> <p>Do they move in time with Justin's counting from 1 to 8?</p> <p>Are they able to anticipate Justin's counting?</p>



Celebration dance Groups stand in a circle with hands above heads (like Spanish dancers). They click fingers in time with the jingles in the music.	It is not important for the children to make any sound as they 'click fingers'. More important is using the thumb and middle finger to make a large circular shape and to create a clicking movement for these in time with the jingling sound in the music.	Do children make strong clicking shapes with hands above heads? Are they able to keep in time with the music?
The pirate hornpipe The hornpipe dance is repeated from last time. The moves are: i) clap hands while walking around in circle; ii) foot taps while striking pirate gestures; iii) climbing up and down the rigging; iv) the Spanish moves are added at the end of the dance to create a new ending.	The hornpipe is repeated from last time, but with new movements to end. Look for groups who can quickly recreate the dance from last time and remember the various elements.	
The pirate hornpipe – music Music to go with the hornpipe dance described above.	Justin talks through the various moves as the music plays. To replay the dance as often as you'd like simply skip back to the beginning.	Are the children able to recall the elements of the dance? Are they able to incorporate the new moves for the ending?
Back to the ship! Returning to the ship through the hazards already described - avoiding falling coconuts, snakes and spiders, slurping quick-sands and burning sands. Then rowing back to the ship.	This sequence happens quite quickly and children will need to listen carefully if they are to keep up. Justin describes when to change to avoid each of the hazards, but when children return to their boats they will need to row in time to the music without his voice to help them keep time.	Do the children respond to the narrative context? Do they listen carefully to Justin's instructions and respond at the right time?
Cool down Relaxing flat on the deck of the ship.		