

# Dance KS1: Let's Move Room on the Broom



Paul Panting presents this unit of Dance KS1: Let's Move

## 1: Is there room on the broom

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## 2: A truly magnificent broom

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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 on 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 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 your 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 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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# Room on the Broom

## 1: Is there room on the broom?

The first session in this unit of two follows the narrative of the story up to and including the point at which the broomstick snaps in two. It introduces the Witch, Cat, Dog, Bird and Frog. The work includes revision of fundamental dance concepts from *The Gruffalo* sessions, but also extends the children through a broader action palette, the inclusion of a new spatial idea, shape and the development of pair and whole-class composition.

### **Movement focus:**

- Revision of moving and stopping and finding a space
- Extension of the range of action to include turn and jump, in addition to travel, gesture and stillness
- Revision of pathway and introduction of levels
- Revision of simple partner work and follow-my-leader and development into a whole-class activity

### **Session summary:**

#### **1 Warm-up**

- Reaching high and sinking low
- Revision of curved pathways

#### **2 Cat**

- Gestures depicting character

#### **3 Broomstick, falling and searching**

- Travelling, turning and searching on different levels, building to a linked sequence individually, in pairs and as a class

#### **4 Cool down**

## Session 1 structure: Is there room on the broom?

Content	Guidance	Evaluation
<p><b>Warm up</b> Reaching high and sinking low. Travelling along curving pathways.</p>	Really stretch, right through to the fingertips.	Are the children getting as high and as low as possible?
<p><b>Cat</b> Gestures depicting the cat character.</p>	Aim to feel like a whiskery, furry, tailswishing cat. Show the cat actions clearly.	Do the children's gestures successfully communicate the cat?
<p><b>Broomstick riding</b> Travelling on individual pathways, high and low.</p>	Remind the children of the work they've already done on moving and stopping and finding a space. Encourage clear changes of level.	<p>Can the children travel and stop quickly at the appropriate time?</p> <p>Can they find a space?</p> <p>Are the children travelling high and low on their pathways?</p>
<p><b>Hat falling</b> Turning actions from high to low.</p>	Encourage a variety of responses as they turn (eg spiralling, sinking, floating, using their arms and hands).	<p>Are the children creative in their turning ideas?</p> <p>Do they make clear the change from high to low?</p>
<p><b>Searching</b> Use of gesture to search in different directions.</p>	Really stretch out to look high and low, under and over, in front of and behind. Show how important finding the hat is by the way you look.	<p>Are the children using a variety of directions in their gesturing?</p> <p>Are the children serious about finding the hat?</p>
<p><b>Linked sequence</b> Linking broomstick riding, falling and searching into one sequence.</p>	<p>Make clear action changes between travelling, turning, and gesturing.</p> <p>Make clear changes between moving through the space and movements on the spot.</p>	<p>Do the children make a clear stop after travelling, so that the turning and gesturing are on the spot?</p> <p>Are they clear about when to travel / turn / gesture?</p>
<p><b>Bird</b> Gestures depicting the bird character.</p>	Feel like a flappy, hoppy, pecking, beaked bird. Show the bird actions clearly.	Do the children's gestures clearly communicate the bird?
<p><b>Paired linked sequence</b> Pair work, repeating the linked sequence.</p>	Encourage the partners to stay close together and to follow their friend's pathway and levels as accurately as possible.	<p>Do partners stay close enough together for the teacher to spot the pairs easily?</p> <p>How accurate are they at following their friend?</p>

<b>Broomstick riding</b> Class work, repeating the broomstick riding in a grand 'follow-my-leader' behind the teacher.	Stay close together. Follow the pathway closely. Change levels during the flight.	Are the children able to stay close without overtaking?  Can they follow carefully?  Do they change levels?
<b>Ending activity</b> Sitting in a space, stretching and breathing.		

## 2: A truly magnificent broom!

This session picks up the narrative of the story from the point from where the Witch flies off into the cloud until the end. It introduces the new characters of Dragon and Mud Monster. Once again, plenty of time is given to the revision of concepts covered earlier, but the range of work is broadened - individual, pair and whole-class activity, work on body shape and the simple compositional idea of action and reaction.

### **Movement focus:**

- Revision of pathways and levels and introduction of shape
- Simple action and reaction
- Individual, pair and whole-class work
- Gesture focusing on size and clarity

### **Session summary:**

#### **1 Warm-up**

- Introduces a range of body shapes
- Revises the story with a wobbly, half-broomstick ride

#### **2 Dragon**

- Gesture depicting character

#### **3 Witch and chips**

- Pair work, travelling on a follow-my-leader pathway

#### **4 Witch without chips and Dragon flies away**

- Simple action and reaction work

#### **5 Mud Monster**

- Individual creative body shapes

#### **6 A truly magnificent broom**

- Final performance opportunity for best-ever broomstick rides!

#### **7 Ending activity**

- Thinking about own magnificent broom...and where to go on it



## Session 2 structure: A truly magnificent broom!

Content	Guidance	Evaluation
<p><b>Warm up</b> Making shapes. Travelling an individual pathway on a wobbly, half-broomstick ride.</p>	<p>Wide, narrow, rounded and twisted shapes. Hold each shape still. Remind the children of the story so far. Travel high and low.</p>	<p>Can each child hold his or her shape still?  Can they remember why there is only half a broomstick?  Can they control their wobbly broomsticks on a clear pathway using different levels?</p>
<p><b>Dragon</b> Gestures depicting the dragon character.</p>	<p>Remind the children of their ideas about what the witch found in the cloud. Feel like a fire-breathing, scaly, long-tailed, winged dragon. Show the dragon actions clearly</p>	<p>Did any of the children guess correctly?  Do the children's gestures successfully communicate the dragon?</p>
<p><b>Witch and chips</b> Dragon and Witch pair work, travelling on a follow-my-leader pathway interrupted by stops and gestures.</p>	<p>Listen carefully to the music to know when to stop and gesture. Go slow enough for your partner to stay close and follow your pathway accurately.</p>	<p>Are the children listening and stopping at the appropriate time?  Are they working with their partner to create an accurate pathway?</p>
<p><b>Witch without chips</b> Simple action - reaction work between the teacher and the whole class.</p>	<p>Encourage the children to stay sitting down and not to travel towards or away from you.  Use face and arms to express the feeling.</p>	<p>Can the children watch the teacher carefully and respond in character?  Can they create expressive faces and use arm gestures without moving the rest of their body?</p>
<p><b>Mud Monster</b> Individual shape work: rising, holding still and sinking.</p>	<p>Make the shape as frightening as possible.  Show the dripping, squelchy mud as part of the shape.</p>	<p>How inventive are the children in creating their frightening shapes?</p>
<p><b>A truly magnificent broom</b> Final, special ride on the broomstick.</p>	<p>Remind the children about pathway and level. Encourage them to perform it especially well on the magnificent broom.</p>	<p>Can the children improve their performance to show how special the new broom is?</p>
<p><b>Ending activity</b> Sitting in a space, stretching and breathing.</p>	<p>Children imagine where they might go on their own magnificent broom.</p>	<p>Can the children focus calmly on their imagination and relax?</p>