

# Dance KS1: Let's Move

## Summer holidays



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

### 1: Getting about

*Go to webpage*



### 2: Land, water, sky

*Go to webpage*



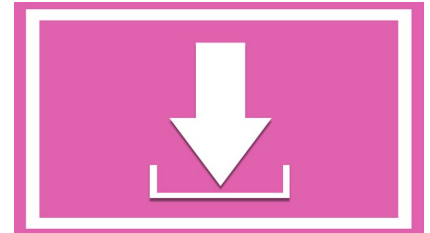
## Introduction

*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:  
BBC Teach  
3rd Floor Bridge House  
MediaCityUK  
M50 2BH



# Summer holidays

## 1: Getting about



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

### Introduction

This is a two part unit exploring several modes of travel to the seaside and countryside and the activities that we might do when we get there. The children 'drive', 'fly' and 'sail' to their destination and work with a partner to build sandcastles, dodge the waves, play on the beach and walk in the countryside. Lots of the music has a light, 'jazzy' feel to help encourage a contrast between busy excitement and gently relaxed movement.

### Lesson summary:

After carrying a heavy suitcase, the children are ready to explore three different ways that we travel on holiday.

- Brisk marching, mechanical actions and straight lines are required for a driving sequence
- Smooth steps at three different speeds and graceful soaring convey the take off and flight of an aeroplane
- Dancing as swirling, twisting, individual waves creates the effect of the sea and of travelling by boat
- The three sequences are then put together for a 'going on holiday' dance.

### Movement focus:

- **Body:** arms, knees, tiptoes, back, feet, hands.
- **Action:** stretching, skipping, staggering, marching, "indicating", running, soaring, tilting, jumping, swirling, twisting.
- **Dynamics:** slow, fast, straight, smooth, levels.
- **Space:** straight and curvy pathways, standing adjacent in one long line.
- **Relationships:** solo and smallgroup work.



## Session 1 structure: Getting about

Content	Guidance	Evaluation
<b>Introduction</b>	Listen then crouch low, ready for the warm-up.	
<b>Warm-up</b> Making slow stretches towards the sun, with eyes closed and 'warmth' on the face. Crouching low and repeating. Standing on tiptoe.	Contrast stretching up on tiptoe and relaxing.	Are the tiptoes really tall?  Is the crouching really low?
<b>Skipping through the spaces</b> , lifting knees high and swinging arms, to show excitement.	Don't forget big, cheesy smiles!	Are knees swinging and arms lifting?
<b>Heavy suitcase</b> Bending knees to lift, showing weight with expression.  Tilting body to lift higher and staggering through spaces.	Assist the children with the 'weight' concept.	Do they show the heavy suitcase in their expression as well as movement?
<b>Driving</b> Staccato, mechanical movement to show cars on busy roads. Brisk walking with straight arms on steering wheels, indicating left and right. Stopping to allow other traffic to pass in different directions.	To 'indicate' changes of direction, point arms out to left and right.	To 'indicate' changes of direction, point arms out to left and right.
<b>Airport take off</b> Children line up along one side of performance area with wings outstretched.  They take four slow steps, then four medium-speed, then four fast steps...to take off!	Listen out for the airport 'announcement'.  Ensure each child has wing space.  Control the speed.	Do the children grasp the rhythm of the four slow, then four medium, then four fast steps?
<b>Flight</b> Take-off as above, then perform smooth, slow graceful movements, with tilting 'wings'.	<i>For the landing, jump for the bump of the runway, then make a short run to stop.</i>  <i>Listen out for the pilot captain's safety announcement!</i>	Is there good contrast between the smooth flight and the mechanical marching of the driving earlier on?



<p><b>Boat</b> Slow turning at different levels for the swirling sea.</p> <p>Using arms to guide the turns, body following through.</p>	<p>Emphasise swirling, twisting and turning actions. The music has a laid-back, 'reggae' feel.</p>	<p>Are the children stretching high and bending low?</p>
<p><b>Boat</b> As above, moving through spaces, twisting high and low.</p> <p>As a group make an open sea, with each dancer an individual wave.</p>	<p>Guide the movement with the arms leading.</p> <p>Encourage different levels.</p>	<p>Are the children aware of each others' space?</p>
<p><b>Cool down</b> Lie down and take deep breaths, while listening to sea and countryside sounds and music and looking forward to holiday fun.</p>	<p>After the programme, you could talk together about summer holiday plans.</p>	<p>Is everyone breathing really deeply?</p>



## 2: Land, water, sky



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

The second session in this unit uses familiar beach activities as a movement focus.

### Lesson summary:

- Working with a partner, children build a sandcastle, copying each other's movements.
- Hand in hand they creep to the water and run away as the waves crash onto the beach.
- They imagine a floating beach ball and pass it through the air to each other.
- In groups of four or five, the children imagine a walk through the country with different leaders inventing obstacles to be navigated. Vocal sound-effects cue the change in leader. After all that activity, the children can relax with an ice cream!

### Movement focus:

- **Body:** arms, knees, wrists, hands, feet, palms, whole body.
- **Action:** crouching, stretching, skipping, leaping, balancing, kneeling, digging, patting, creeping, running, jumping, throwing, climbing, ducking, wading, squeezing.
- **Dynamics:** slow, fast, light, gentle, using control.
- **Space:** curvy pathways, single file.
- **Relationships:** copying in pairs; working together in groups of 4-5; follow-my-leader.



## Session 2 structure: Land, water, sky

Content	Guidance	Evaluation
<b>Introduction</b> Imagine arriving on holiday, first by the seaside, then out in the countryside.	Before the programme, revisit last time's road, sea and air travel ideas.	Is everyone 'in the mood' for exploring the seaside and the countryside?
<b>Warm up</b> Slow stretches on tiptoe to wake up on a sunny day.	Children close their eyes as they stretch up towards the sun.	Is everyone crouching low, then stretching high?
<b>Rainstorm</b> Not always good weather – holding umbrellas aloft, skipping through the spaces and leaping puddles.	Use bendy knees to leap over the 'puddles'.	Can they use their - 'umbrella' to help balance?
<b>Sandcastle</b> Partner work. Kneeling down, mirroring movements.  Digging sand, filling bucket, patting sand, turning over.	Encourage small, precise movements.	Are pairs facing each other?
As above, copying each other exactly.	Match movements to the jazzy rhythms of the music.	Are the children observing their partner's actions carefully?
<b>The cold sea – 'Dodging the waves'</b> Slow tiptoeing hand in hand to the water's edge. Crashing wave – fast running back to flee the sea.	Listen out for swelling cymbal-crashes to time the running back.	Is there good contrast in steps and speed?
<b>Beach ball</b> Throwing and catching a beach ball with a mind of its own.  Jumping high and leaping to the side to catch.  Knocking it back with palms and tennis-arms actions.	The sequence starts by 'blowing up' the ball with big huffs and puffs.  Assist with 'slow motion' movements.	Are the children following the imaginary ball with their eyes?  Do pairs co-operate?





Content	Guidance	Evaluation
<b>Beach ball music</b> Then preparing for beach-move-ments dance sequence.	Respond to the music's 'bouncy' and 'floaty' qualities.	Is the ball 'under control'?
<b>Sandcastle</b> Partner work as above.	Kneel down for this section.	Are pairs copying each others' actions well?
<b>The cold sea</b> Creeping and running as above.	Listen for the crashing 'waves', to run back.	Do the children respond to changes in music as cues for their next sequence?
<b>Beach ball</b> Throwing and catching as above.	Jump, leap and pass the ball to partners in as many different ways as possible.	Are the movements 'floaty' and 'bouncy'?
<b>A walk in the countryside</b> Follow-my-leader in groups of 4 or 5. Climbing stiles, going through gates, ducking branches, wading through mud etc (moving at different levels.)	Organise groups of 4 or 5, each group arranged in single file.	Are different leaders inventive with obstacles?  Are the movements clearly conveyed?
<b>A walk in the countryside.</b> Responding to countryside vocal sounds (cow, tractor, sheep, bird-song) by changing leaders.	Groups should exaggerate their leader's actions (ducking, wading, climbing, squeezing etc).	Is everyone having fun?
<b>Cool down</b> Sitting in a space, relaxing with an imaginary ice cream.	Close eyes and let the whole body relax.	