



Dance KS1: Let's Move The Gruffalo



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

1: A mouse took a stroll

[Go to webpage](#)

2: Gruffalo crumble!

[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 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

The Gruffalo

1: A mouse took a stroll

The first session introduces Mouse, Fox, Owl, Snake and Gruffalo. The work introduces simple and fundamental dance concepts, with lots of repetition to give practise and build confidence.

Movement focus:

- Personal space, general space and finding a space
- Movements that travel and movements on the spot
- Contrast between quick, jerky, light movements and slow, smooth, strong movements
- Character
- Gesture

Session summary:

1 Warm-up

- Stretching and curling in personal space
- Travelling through general space
- Freezing on a given signal

2 Mouse, Fox, Owl and Snake movements

- Character-like movements on the spot and then travelling
- Quick, jerky light movements for the mouse; contrasting with slow, smooth, strong movements for the other animals

3 Gruffalo

- Big, expressive gestures depicting the Gruffalo's features

4 Cool down

- Stretching and breathing exercise



Session 1 structure: A mouse took a stroll

Content	Guidance	Evaluation
Warm up Stretching and curling. Walking through the space, stopping on a given signal.	Stretch in different directions. Stop quickly. Keep as still as a statue...	Are the children adventurous in where they reach? Are they quick to respond to the signal? How still can they be?
Mouse Mouse movements on the spot and then travelling.	Twitchy, jerky and light. Finding a space. Contrast between movements that travel and movements on the spot.	Can the children make their actions really mouse-like? Do they understand what a space is? Can they make clear changes between travelling and moving on the spot?
Fox Fox movements on the spot and then travelling.	Slow, smooth, strong. Practise finding a space and making definite changes between travelling and moving on the spot.	Can the children make their actions really foxlike? Have they remembered what a space is? Are their changes between travelling and moving on the spot becoming increasingly clear and positive?
Gruffalo (part 1) Short, gestural tasks.	Make each gesture big, simple and clear.	Are the children's actions bold and expressive of the Gruffalo's features?
Owl Owl movements on the spot and travelling.	Slow, smooth and strong. Further practise at finding a space and making definite changes between travelling and moving on the spot.	Can the children make their movements really owl-like? Is their ability to find a space improving? Are they stopping quickly after travelling before beginning their other owl movements?
Gruffalo (part 2) Short, gestural tasks.	Make each gesture big, simple and clear.	Are the children's actions bold and expressive of the Gruffalo's features?



Snake The children make snake movements on the spot.	Slow, smooth and strong.	Can the children make their actions really snake-like? Are they confident in finding a space? Are their changes clear?
Gruffalo (part 3) Short, gestural tasks.	Make each gesture big, simple and clear.	Are the children's actions bold and expressive of the Gruffalo's features?
Ending activity Sitting in a space, stretching and breathing	What have we learnt about the Mouse and the Gruffalo? What do you think happens next?	Do the children think the Mouse is clever to have escaped the Fox, Owl and Snake? Can they describe the Gruffalo? Do the children think the Mouse will be clever enough to escape the Gruffalo?

2: Gruffalo crumble!

The second session continues the narrative beginning with Mouse's meeting with the Gruffalo. The animal characters provide the focus once more. In each case the related movement ideas are developed further. New dance concepts - such as partner work and pathways - are introduced.

Movement focus:

- Contrasts of big and small, heavy and light, fast and slow
- Pathway
- Working with a partner
- Character

Session summary:

1 Warm-up

- Growing and shrinking in personal space
- Travelling through general space on curvy pathways

2 Mouse and Gruffalo

- Revision of movements from the first session
- Pair working exploring size and pathway

3 Snake, Owl, Fox

- Developed to explore changes of speed.

4 Gruffalo crumble!

- Pair work. Mouse frightens Gruffalo away

5 Cool down

- Stretching and breathing, as in the first session



Session 2 structure: Gruffalo crumble!

Content	Guidance	Evaluation
Warm up Growing and shrinking. Curvy pathways.	Make yourself as big as possible and as small as possible. Make your walk curve and bend in and out.	Are the children really thinking about the difference in size they can make?
Mouse Repetition of mouse movements from session 1.	Emphasise small and light. Encourage the children to think about the character of the clever, quick thinking, brave mouse.	Can the children recapture the mouse character with their small and light movements?
Gruffalo Development of travelling action.	Emphasise big and heavy. Encourage the children to think about the creature's character: big, different...and frightening.	Can the children recapture the Gruffalo character with their big, heavy movements?
Snake Developing the movements to make them quick.	Keep the snake-like qualities.	Can the children move quickly but still maintain the snake character?
Owl Developing the movements to make them quick.	Keep the owl-like qualities.	Can the children move quickly but still maintain the owl character? Can they stop quickly when asked?
Fox Developing the movements to make them quick.	Encourage the children to listen to the music to know when to stop.	Can the children move quickly but still maintain the fox character?
Gruffalo crumble! Developing the Gruffalo movements to make them quick. Pair work as Mouse frightens Gruffalo away.	Keep the Gruffalo qualities of big and heavy. Use mouse-like voices to say: 'Gruffalo crumble!'	Can the children still be big and heavy when moving more quickly? Can they make their voices mouse-like?