

Dance KS1: Let's Move

The Musicians of Bremen



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

1: On the road to Bremen

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3: The robbers get a big fright

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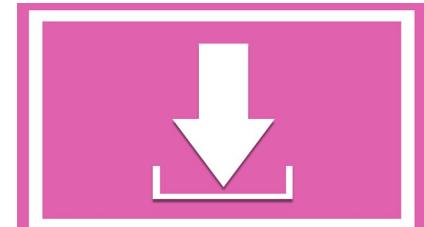
Introduction

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:

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The Musicians of Bremen

1: On the road to Bremen



Click to download this dance session as an mp3 file

This unit is based on a fairytale about four travelling musicians - Donkey, Dog, Cat and Cockerel - who set off to seek their fortunes in the town of Bremen. In this first session children learn the different parts of a travelling dance. You'll find plenty more information on the internet, including [this article](#).

Lesson summary:

- **Warm up:** clapping and skipping in time to the music
- **Donkey:** jumps and 'kicks' as Donkey
- **Donkey sets off down the road:** first part of a developing step sequence
- **Dog:** wagging arms as tail for Dog
- **Donkey sets off:** reprise of above
- **Donkey and Dog set off:** adding new steps to the developing step pattern sequence
- **Cat:** contrasting stretches and leaps as Cat
- **Donkey, Dog and Cat set off:** adding new steps to the developing step pattern sequence
- **Cockerel:** flapping arms as wings as Cockerel
- **Donkey, Dog, Cat and Cockerel set off:** adding new steps to the developing step pattern sequence
- **Cool down:** controlled breathing on the floor

Movement focus:

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

Session 1 structure: On the road to Bremen

Content	Guidance	Evaluation
<p>Warm up Standing on the spot, children clap in time to the music. Then they skip around the space.</p>	Children need to listen to the beat and clap in time. They should move with control as they skip, making their own pathway around the space.	Can children clap and skip in time? Can they move around the space with light, energetic steps, not following anyone else?
<p>Donkey Standing on the spot, children have fun 'ee-awing' then jumping and kicking their legs up in the air on the spot, as though they are the donkey.</p>	Encourage children to jump up as high as they can. Make sure they are standing in a big space of their own, as they need lots of room to kick out their legs.	Can children listen to instructions and jump at the right time? Can they show the character of the donkey in their movements and expressions?
<p>Donkey sets off down the road Children start working on a travelling dance sequence that will build up over the next few activities. Part 1: Step forward, 2, 3, 4, clap 2, 3, 4, Step back, 2, 3, 4, clap 2, 3, 4 (repeat).</p>	Children should walk with small, light footsteps in time to the music. They must listen carefully to instructions, so that they know when to step and when to clap.	Can children hear the beat of the music and step confidently in time? Can they remember the sequence?
<p>Dog Standing on the spot, children have fun panting and waving their arms behind them, as though they are their tails.</p>	Children need to wave their arms behind them with quick movements from side to side. Encourage them to have excited expressions on their faces.	Can children work independently, in their own space? Can they show the character of the dog in their movements and expressions?
<p>Donkey sets off down the road Pair work: children repeat part 1. Step forward, 2, 3, 4, clap, 2, 3, 4; Step back, 2, 3, 4, clap, 2, 3, 4 (repeat).</p>	Children should stand side by side with their partner and move with similar sized steps.	Can children work cooperatively with their partner and move at the same time as each other?
<p>Donkey and Dog set off Pair work: children now add part 2 of the sequence: Skip forward, 2, 3, 4, clap, 2, 3, 4. Skip back, 2, 3, 4, clap, 2, 3, 4 (repeat). They then repeat and practise part 1 and part 2.</p>	Children need to listen carefully, as they learn the next part of their dance. They should skip with light, energetic steps.	Can children work well together? Can they keep an equal distance apart, not bumping into each other and moving at the same time?



<p>Cat Standing on the spot, children have fun meowing and stretching out their fingers as their sharp claws. Then they leap up and pounce in time to the music.</p>	<p>Encourage children to concentrate and listen carefully for the music cue, then jump up and pounce with control.</p>	<p>Can children clearly show the character of the cat through their movements and gestures? Can they pounce in a controlled way, at the right moment in the music?</p>
<p>Donkey, Dog and Cat set off Pair work: children now add part 3 of the sequence: Clap hands together (2 claps), Clap hands with your partner (2 claps), (repeat). They then repeat and practise part 1, part 2 and part 3</p>	<p>Children should clap their hands gently together, standing close enough to each other to be able to do this easily. They need to clap in time to the music.</p>	<p>Can children continue to work well with their partners, watching and responding to each other's actions? Can they learn the clapping pattern and keep up with the music and instructions?</p>
<p>Cockerel Standing on the spot, children have fun, crying 'cock-a-doodle-do!' and flapping their arms as though they are their feathers.</p>	<p>Encourage children to move with quick, bird-like movements and flap their arms vigorously.</p>	<p>Can children stay focused and move in a controlled way? Can they clearly show the character of the cockerel in their gestures and expressions?</p>
<p>Donkey, Dog, Cat and Cockerel set off Pair work: children now add part 4 of the sequence: Jump up and down really high with your partner. They then repeat and practise part 1, part 2, part 3 and part 4.</p>	<p>Children must make sure that they stay in their space with their partner, as they jump up and down on the spot.</p>	<p>Are children able to jump up and down with lots of energy and stay together in their space?</p>
<p>Cool down Children lie down on the floor and relax in a space of their own.</p>		



2: Into the forest



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Donkey, Dog, Cat and Cockerel continue on their travels together. They arrive at a forest and walk through it until they come to a clearing, where they discover a house full of robbers. Children remember the travelling dance sequence from the first session and work in groups, to show the animals creeping through the forest.

Lesson summary:

- **Warm up:** clapping and skipping in time to the music
- **Donkey sets off down the road:** reprise of first part of a developing step pattern sequence
- **Donkey and Dog set off:** reprise of second part of a developing step pattern sequence
- **Donkey, Dog and Cat set off:** reprise of third part of a developing step pattern sequence
- **Donkey, Dog, Cat and Cockerel set off:** reprise of the final part of a developing step pattern sequence
- **Putting it together:** the four elements of the step pattern are put together
- **The animals walk through the forest:** contrasting movement and stasis as the children travel in groups of 4
- **The animals creep up to the robbers' house:** contrasting heights and steps, working in groups of 4
- **The animals climb up at the window:** developing the movement, remaining in groups of 4
- **Cool down:** controlled breathing down on the floor

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands, arms and feet
- **Action:** stepping in time, skipping, clapping, jumping, creeping, climbing
- **Dynamics:** contrasts in speed
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner, group work, leading and following



Session 2 structure: Into the forest

Content	Guidance	Evaluation
<p>Warm up Standing on the spot, children clap in time to the music. Then they skip around the space. They alternate between clapping and skipping.</p>	<p>Children need to listen carefully to the beat. They should move with light, steps, as they skip around the space.</p>	<p>Can children move in time and anticipate what they need to do next?</p> <p>Can they make their own pathway through the space, not following anyone else?</p>
<p>Donkey sets off down the road Pairs: remembering part 1: Step forward, 2, 3, 4, clap, 2, 3, 4. Step back, 2, 3, 4, clap, 2, 3, 4, (repeat).</p>	<p>Children should step with light footsteps, moving at the same time as their partner, with the same sized steps.</p>	<p>Have children remembered part 1 of the sequence from last time?</p> <p>Can they move with more control, staying together, side by side?</p>
<p>Donkey and Dog set off Pair work: children remember part 2: Skip forward, 2, 3, 4. Clap, 2, 3, 4. Skip back, 2, 3, 4. Clap, 2, 3, 4 (repeat).</p>	<p>Children need to skip energetically and keep the same distance apart.</p>	<p>Have children remembered part 2 of their dance sequence from last time?</p> <p>Are they still working closely with their partner?</p> <p>Are they showing a clear contrast between their stepping in part 1 and skipping in part 2?</p>
<p>Donkey, Dog and Cat set off Pair work: children remember part 3: Clap hands together (2 claps), Clap hands with your partner (2 claps), (repeat).</p>	<p>Children need to remember to face their partner and clap their hands gently together. They should stand close enough together to be able to do this easily.</p>	<p>Have children remembered part 3 of the sequence from last time?</p> <p>Are they quickly able to get into the correct position – facing each other to clap?</p> <p>Are they clapping energetically, in time to the music?</p>
<p>Donkey, Dog, Cat and Cockerel set off Pair work: children remember Part 4: Jump up and down on the spot.</p>	<p>Encourage children to jump as high as they can, with light feet.</p>	<p>Encourage children to jump as high as they can, with light feet.</p>
<p>Putting it together Pair work: children now put part 1, part 2, part 3 and part 4 together.</p>	<p>Children need to concentrate as they remember and put together the whole sequence. Encourage them to always be aware of their partner and to move in time.</p>	<p>Have children managed to remember this whole dance sequence? Can they think ahead and anticipate what comes next? Can they respond quickly to the instructions and the music?</p>



<p>The animals walk through the forest Groups of four: the children decide who they are going to be – donkey, dog, cat or cockerel. They step silently through the forest, as their animal. When the music stops, they stop too, each making a different frightened gesture.</p>	<p>Children need to creep silently, one behind the other, in time to the music. They need to listen carefully, so that they know when to stop and listen.</p>	<p>Can children step in time, with silent footsteps, then stop at just the right moment? Are they able to clearly show the characters of the animals through their expressions and gestures?</p>
<p>The animals creep up to the robbers' house Groups of four: children alternate between two contrasting steps - fast and high, slow and low to the ground.</p>	<p>Children need to show a clear contrast between their different types of steps, stretching up as high as they can to tip-toe quickly, then crouching down very low to creep slowly.</p>	<p>Can children follow each other's pathway through the space? Can they show a clear contrast between their fast and high and slow and low steps?</p>
<p>The animals climb up at the window Groups of four: children step on the spot, reaching up as high as they can. They start off crouched down low, then gradually reach up, higher and higher.</p>	<p>Encourage children to crouch down as small as they can, then reach up slowly, until they are stretching up, hands above their heads, as high as they can.</p>	<p>Can children move with control from a low, crouched position to a high, stretched shape?</p>
<p>Cool down Children lie down on the floor in a space of their own and relax.</p>		



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3: The robbers get a big fright

Donkey, Dog, Cat and Cockerel frighten away the robbers, then have a feast to celebrate. But when they are asleep, one of the robbers returns to the house to investigate. The animals give him a nasty fright and he runs away, never to return. The animals live happily ever after together in the forest. In this episode children perform their travelling dance. They work on a sequence, which includes the creeping steps that they have been practising and a happy celebration dance.

Lesson summary:

- **Warm up:** alternate clapping and hopping
- **Donkey sets off down the road:** reprise of first part of a developing step pattern sequence
- **Donkey and Dog set off:** reprise of second part of a developing step pattern sequence
- **Donkey, Dog and Cat set off:** reprise of third part of a developing step pattern sequence
- **Donkey, Dog, Cat and Cockerel set off:** reprise of the final part of a developing step pattern sequence
- **Remembering the whole sequence:** children put together the complete step sequence
- **The animals creep up to the robbers' house:** reprise of contrasting heights and steps
- **The animals climb up at the window:** reprise of climbing from Session 2
- **The animals do a happy dance:** revisiting the dance from the warm up
- **A robber comes back:** contrasting movement and stasis with the class divided into two groups
- **Cool down:** controlled breathing on the floor

Movement focus:

- **Body:** Tall and upright, curled up small, faces, arms and feet
- **Action:** stepping in time, skipping, clapping, jumping, creeping, climbing
- **Dynamics:** contrasts in speed, volume
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner, group work, leading and following, dividing the class in half - each half working together



Content	Guidance	Evaluation
<p>Warm up Standing on the spot, children work on a happy warm up dance that will be used later. They alternate between clapping and hopping around the space.</p>	<p>Children need to clap in time to the music and move with control as they hop, making their own pathway around the space.</p>	<p>Can children clap in time and anticipate what comes next? Can they make their own pathway? Can they show lots of energy and enthusiasm?</p>
<p>Donkey sets off down the road Pair work: with their partner, children remember part 1 of the sequence, first with the presenter telling them what to do and then on their own.</p>	<p>Children need to be focused, working cooperatively in their own space with their partner and listening carefully to the instructions.</p>	<p>Can children remember part 1 of sequence from last time? Can they work independently, thinking ahead and stepping in time to the music?</p>
<p>Donkey and Dog set off Pair work: with their partner, children practise part 2 of the sequence, first with the presenter telling them what to do and then on their own.</p>	<p>Children need to make sure that they are still in their own space with their partner. They need to keep the same distance apart, staying in line with each other.</p>	<p>Can children remember part 2 of the sequence from last time and work independently? Can they skip at the same pace as each other? Can they show an even clearer contrast between the steps in part 1 and part 2?</p>
<p>Donkey, Dog and Cat set off Pair work: with their partner, children practise part 3 of the sequence, first with the presenter telling them what to do and then on their own.</p>	<p>Children should listen carefully to the beat and clap gently in time with their partner. Make sure they are standing close together.</p>	<p>Can children remember part 3 of the sequence from last time and work independently? Can they clap in time, facing their partner?</p>
<p>Donkey, Dog, Cat and Cockerel set off Pair work: children remember Part 4: Jump up and down on the spot.</p>	<p>Children should jump as high as they can, with lots of energy!</p>	<p>Can children jump up high, but with control? Can they stay in their space with their partner? Can they continue to work independently?</p>
<p>Remembering the whole sequence Pair work: children perform the whole dance sequence, putting parts 1, 2, 3, and 4 together.</p>	<p>Children need to think ahead and try to remember and anticipate what happens next. Encourage them to dance with light footsteps.</p>	<p>Can children remember the whole sequence, from beginning to end? Can they work co-operatively with their partner, staying together and making a polished dance sequence?</p>



<p>The animals creep up to the robbers' house Pair work: in their pairs, children remember their creeping steps from Episode 2 and show how the animals creep up to the robbers' house. They use two contrasting steps: fast and high, slow and low to the ground.</p>	<p>Children need to show an even clearer contrast between their fast and high and slow and low steps and try to creep silently.</p>	<p>Can children follow each other's pathway through the space? Can they move quickly from a high, stretched position to a low, crouched position?</p>
<p>The animals climb up at the robbers' window Pair work: children remember their climbing movements from Episode 2. They climb on the spot with their partner, stretching up as high as they can. Then they wobble and fall to the floor.</p>	<p>Children need to really stretch up as they climb. They should listen carefully for the loud part in the music, which tells them when to fall to the floor.</p>	<p>Can children move slowly from a low, crouched shape to a high, stretched position? Can they stretch up high, wobbling faster and faster on the spot, then tumble gently to the ground?</p>
<p>The animals do a happy dance Children remember the clapping and hopping dance that they practised in the warm up. They alternate between clapping and hopping.</p>	<p>Children need to really listen to the beat and clap in time. They need to move with lots of energy, but also with control, as they hop around the room.</p>	<p>Can children hear the beat and move in time, making their own pathway through the space? Can they work independently and anticipate what happens next?</p>
<p>A robber comes back Class divides in half: the animals do their happy dance, then go to sleep. The robbers creep around the sleeping animals, using the creeping steps that they have been practising. At the end of the sequence, the animals wake up and frighten the robbers.</p>	<p>The animals need to lie still and the robbers move with careful, silent footsteps around the space, taking care not to step on anyone! Everyone must listen carefully to instructions and, at the end, 'freeze!' immediately – with appropriate expressions on their faces.</p>	<p>Can children remember the steps they have been practising and work together to make this whole dance sequence? Can they make some good expressions and really hold their frozen positions?</p>
<p>Cool down Children lie down in a space and breathe deeply.</p>		