

# Dance KS1: Let's Move

## The Rescue Party



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

### 1: Animals in the park

*Go to webpage*



### 2: Rabbits down the well

*Go to webpage*



### 3: All pull together

*Go to webpage*



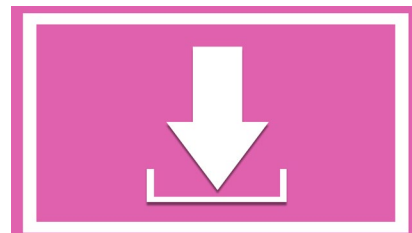
## Introduction

*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:  
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# The Rescue Party

## 1: Animals in the park



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dance session as an  
mp3 file*

One of Nick Butterworth's well-known and much-loved *Percy the Park Keeper* stories provides a foundation for movement and dance in character and 'in role'.

As a 'park keeper' the children explore Percy's work actions: unlocking gates, mending fences, planting plants, pruning trees, mowing grass, sweeping paths and fetching ropes to rescue a baby-rabbit who has fallen down a well.

As various mammals, pairs explore scurrying, digging, burrowing, lumbering, creeping and scampering movements, all at different speeds. These contrast with bird movements: swooping, flapping and waddling.

### Lesson summary:

**Warm up:** stretching, reaching towards toes, running on spot, putting on boots.

**Park keeping:** unlocking gate, mending fences, planting plants, pruning trees, mowing grass.

**Ready for a rescue:** exploring animal-wildlife with 'binoculars'.

**Hedgehog and Mole:** scurrying, digging and burrowing.

**Badger and Fox:** lumbering and creeping.

**Owl and Duck:** swooping and flapping.

**Mice:** making hands into a pair of scampering mice.

**Working together:** co-operating in digging, watering, passing plants and tools.

**Picnic in the Park:** actions for reaching into picnic-basket and sharing things around.

**Cool down:** time to lie back for a doze!

### Movement focus:

- **Body:** tension and relaxation
- **Action:** work-actions and animal movements
- **Dynamics:** levels (high, medium and low) and changing speeds
- **Space:** varying pathways
- **Relationships:** pair-work and groups co-operating together



## Session 1 structure: Animals in the park

Content	Guidance	Evaluation
<b>Warm up</b> Wake up to alarm clock ringing. Jump out of bed and do morning exercises: stretches up to the sky / reaching towards toes / running on the spot / putting on heavy boots.	Contrast slow yawning and stretching, with energetic, rhythmic movements.	Is everyone ready for some park-keeping work?
<b>Park keeping</b> Unlocking the gate and mending fences. Planting plants, pruning trees and mowing the grass.	Focus on hand-actions and arm actions. Work with care, focus on each task and don't rush. Children can lean over, kneel, reach up and push arms gently forward.	Can you keep in time with the rhythm of the music?  Can you explore low, medium and high (levels)?
<b>Ready for a rescue?</b> A brief introduction to the story and characters of 'The Rescue Party'. To start, explore other animal-wild-life in the park, with some binoculars in hand.	Children hold hands in 'binocular-shape' in front of eyes. They tiptoe carefully through the undergrowth, around trees and along different pathways.	Are you moving on tiptoes, quietly and 'stealthily'?
<b>Hedgehog and Mole (in pairs)</b> Scurrying like a hedgehog. Digging and burrowing like a mole.	Hedgehog shuffles shoulders (as if having bristles) and wiggles big bottom! Mole put 'paws' in front of eyes and makes 'digging' actions, one paw at a time.	Listen for the music changes, to indicate moving one-by-one, then together.
<b>Badger and Fox (in pairs)</b> Lumbering like a badger. Creeping like a fox.	For owl, spread arms out wide and move them gradually up and down, moving around the space, slowly and silently. For Duck, stick out elbows to the side and waddle along quickly, while wiggling nose.	Listen for the music changes, to indicate moving one-by-one, then together.
<b>Owl and Duck (in pairs)</b> Swooping like an owl. Flapping like a duck.	For owl, spread arms out wide and move them gradually up and down, moving around the space, slowly and silently. For Duck, stick out elbows to the side and waddle along quickly, while wiggling nose.	Listen for the music changes, to indicate moving one-by-one, then together. Be careful not to bump neighbours!
<b>Mice (individual)</b> Make hands into a pair of mice, which scamper around the floor, keeping close to the ground.	Zig-zag here and there, backwards and forwards, round and round, in front and behind, twitching and sniffing as they change direction.	Are you exploring the whole space around you, with tiny movements?



<p><b>Working together (groups 5-6)</b> Choose one person to be Percy, who kneels to plant plants in the ground. The others (each a different animal) help by circling around him, while digging, watering, passing him plants / tools etc.</p>	<p>All move at a steady pace, using delicate and careful movements.</p>	<p>Is Percy staying in one place, while the others slowly circle round?</p>
<p><b>Picnic in the park</b> Time for a break! In your groups, all share some favourite snacks. Actions for reaching into a picnic basket, unwrapping sandwiches, drinking and sharing things around.</p>	<p>Focus on chewing (like different animals) and silently chatting to each other. Percy can pass round items to suit each animal (worm'n'slug sandwiches perhaps?)</p>	<p>Is all the food being shared?  Are you really communicating in animal conversations?</p>
<p><b>Cool down</b> Percy hangs his hat up and sits to read a book. The animals chew grass and lie back for a doze.</p>	<p>Relax whole body and listen to parkland sounds in the music.</p>	<p>Talk about health and safety aspects of parks, woods and the open countryside. Think especially of things to watch out for when walking, such as holes in the ground - some of these have animals living inside - eg badgers, foxes and...rabbits!</p>



## 2: Rabbit down the well



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After adding new characters (rabbits skipping, hopping and jumping and new birds flapping and wing-fluttering), this part of the story emphasises co-operative movements. In a circle echo-game, the children mime calling out to the lost rabbit.

Then the climax is a rope chain - like a tug-of-war - where everyone heaves together on an imaginary rope to pull out...not a rabbit but an old log. Luckily the rabbit has escaped safely, so all's well that ends well!

### Lesson summary:

**Warm up:** park-keeping actions.

**Mammals about:** moving like Hedgehog, Mole, Badger, Fox and Mice.

**Birds on the wing:** moving like Owl, Duck, Blackbird, Sparrow and Pigeon.

**Rabbit family arrives:** a circle rabbit-dance, with some short jumps, skips, hops and high jumps.

**Down the well:** hopping, skipping and slow-motion falling.

**All fall down:** everyone repeats the young rabbit's falling movements.

**Oh dear, oh dear!:** Moving around the space, making worrying, sighing and wondering-what-to-do gestures.

**The Big Idea:** fetching a rope and peering down the well-hole.

**Echo game:** 'shivering' and 'calling out'.

**All pull together:** forming a line, to tug, pull and heave.

**Cool down:** tiptoeing to safety and curling up on the ground for a rest.

### Movement focus:

- **Body:** Tension and relaxation
- **Action:** skips, hops and jumps; interpreting gestures
- **Dynamics:** slow-motion
- **Space:** moving through spaces
- **Relationships:** working as a team





## Session 2 structure: Shapes in time

Content	Guidance	Evaluation
<b>Warm up - park-keeping</b> Unlocking the gate and mending fences. Planting, digging, mowing and sweeping.	Use hand and arm actions, kneeling, reaching, leaning over and pushing forward with arms. The music is quicker than before.	Are you developing actions from last time, with extra energy?
<b>Mammals about</b> Moving like Hedgehog, Mole, Badger, Fox and Mice.	Remember scurrying, burrowing, lumbering, creeping and scamp-ering actions.	Are you developing actions from last time, to be even more realistic?
<b>Birds on the wing (in pairs)</b> Moving like Owl and Duck, and also as different birds in the park, eg Blackbird, Sparrow and Pigeon.	Don't forget to swoop and waddle, as well as trying out flapping, hopping and wingflut-tering actions.	Are you developing actions from last time, and experimenting with the different birds?
<b>Rabbit family arrives (pairs combine to make groups of 3-4)</b> Dance a circle rabbit-dance, with some short jumps, skips, hops and high jumps.	You can help each other by sometimes holding hands/paws or lifting each other carefully (for the high jumps). Take care not to bump neighbours!	Are your movements bouncy and springy, like a real rabbit?
<b>Down the well (groups of 3-4)</b> Choose one person to be the youngest rabbit. The others hold hands to make a circle, to represent an old, dried-up well. The rabbit hops and skips all the way round, jumps in slow-motion and falls slowly into the hole.	The hand-holders move arms and bodies up and down, in time to the music. The music gets gradually slower and slower, leading to the slow-motion actions.	Are you listening for the music changing speed, from skips, to hops, to a slow jump and then a slow fall?
<b>All fall down</b> Everyone repeats the young rabbit's falling movements, falling slowly underground, until saved by landing on a log halfway down the hole	Spiral your body round as you slowly fall and land on the log.	Are your movements like a slow-motion film?
<b>Oh dear, oh dear!</b> As one of the other animals, move around the space, worrying, sighing, wondering what to do. 'Gestures' can include scratching head, sigh-ing, fingers-on-lips and facial ges-tures too. End by sitting on the floor.	Encourage children to perform actions 'in role', moving around the room and communicating ideas with others.	Do your gestures suit the character you have chosen?



<p><b>The Big Idea</b> Take a pause to let everyone guess which animal is which. Then, in role as Percy, everyone jumps to their feet, putting on their cap, fetching a rope (rolling it up), and then peering down the well-hole.</p>	<p>Move through the spaces quickly, looking for gaps. But Percy is wearing Wellington boots, so don't rush too fast... and don't trip over!</p>	<p>Are your movements really determined?</p>
<p><b>Echo game (groups of 5-6)</b> Choose one person to be the young rabbit, in the centre of a group-circle. The rabbit shivers, rubs its head (it has a bump!) and looks all around, turning on the spot and huddling arms to the body tightly. The other circle of Percy and animals all reach towards the centre, cup-ping their hands by their mouths, to mime 'calling out' to the rabbit.</p>	<p>The movements alternate in short sections, between the shivering and the calling-out (cued by appropriate music each time).</p>	<p>Do the movements swap over, like an echo?  If time, repeat this activity with a different rabbit.</p>
<p><b>All pull together (groups of 5-6)</b> Choose to be a different animal each (no rabbit this time) and stand in a circle again. Move hands, as if to lower the rope down into the well, then form a line. Tug, pull and heave (like a 'tug of war' game), then show surprise, as the big log appears at the top (with no rabbit!).</p>	<p>Use hands in front, moving forward, to lower the rope. For the pulling-together, lean your body backwards, with paws just touching the person in front (or gripping the imaginary rope with your mouth/beak...) Can you all show your surprise gesture at the same time (at a 'clonk' in the music)?</p>	<p>Are your actions and movements helping to tell the story?  Are you working together as a team and helping each other?</p>
<p><b>Cool down</b> Everyone becomes the young rabbit, who has luckily found a dark, secret passage (in the side of the well) and tiptoes to safety. Find a space to stretch yourself as you reach the sunlight, then slowly curl up on the ground for a rest.</p>	<p>Next time, the children will perform a dance of the whole story and find out what happens in the end!</p>	<p>Does your rabbit start low (on tiptoes through a tunnel), then reach up high (for the warm sunlight) and then curl up low again (for a quick snooze)?</p>





## 3: All pull together



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dance session as an  
mp3 file*

An opportunity to dance the whole *The Rescue Party* story and to add a small group laughing-dance, 'safe and sound'. The unit as a whole also provides a talking-point for exploring health and safety aspects of movement outdoors, especially in parks and the countryside.

### Lesson summary:

**Warm up:** park-keeping actions.

**Mammals and birds about:** animal movements.

**Rabbit family arrives:** a circle rabbit-dance, with jumps, skips and hops.

**Down the well:** hops, skips and slow-motion falling.

**Oh dear, oh dear, then the Big Idea:** role-play in movement.

**Echo game:** 'shivering' and 'calling out'.

**All pull together:** forming a line, to tug, pull and heave.

**Safe and sound - a laughing dance:** a celebration laughing-dance.

**Cool down:** a long chain weaving a pathway through the spaces.

### Movement focus:

- **Body:** tension and relaxation
- **Action:** developing animal movements
- **Dynamics:** responding to music-cues
- **Space:** using space in a dance-narrative
- **Relationships:** dancing in varied group-sizes



Content	Guidance	Evaluation
<b>Warm up - park-keeping</b> Unlocking the gate and mending fences. Planting, digging, mowing and sweeping.	Use hand and arm actions, kneeling, reaching, leaning over and pushing forward with arms.	Are you developing actions from last time, with extra energy?
<b>Mammals and birds about</b> Moving like Hedgehog, Mole, Badger, Fox, Mice, Owl and Duck and other birds.	Listen out for reminders for scurrying, burrowing, lumbering, creeping, scampering, swooping, waddling, flapping, hopping and wing-fluttering actions.	Are you developing actions from last time, to be even more realistic?
<b>Rabbit family arrives (groups of 3-4)</b> Dance a circle rabbit-dance, with some short jumps, skips, hops and high jumps.	Hold hands/paws or lift each other carefully (for the high jumps). Take care not to bump neighbours!	Are your movements bouncy and springy, like a real rabbit?
<b>Down the well (groups of 3-4)</b> Young rabbit hops and skips all the way round a well-hole hand-circle, then jumps in slow-motion (reaching up high) and falling slowly into the hole. Then, everyone repeats the young rabbit's falling, saved by landing on a log.	Hand-holders move arms and bodies up and down, in time to the music.  The music gets gradually slower, leading to slow-motion actions, when everyone joins in spiralling round and down.	Are you listening for the music changing speed, from skips, to hops, to a slow jump and then a slow-motion fall?
<b>Oh dear, oh dear, then the Big Idea (class in two halves)</b> Half the class move around the space as animals, making gestures for worrying, sighing, wondering what to do.  The other half scratch their heads, in role as Percy, then suddenly put on their caps and fetch a rope. Finally everyone makes a big circle together, to peer down the well-hole.	Encourage children to perform actions 'in role', moving around the room and communicating ideas with others.	Do your gestures suit the character you have chosen?



<p><b>Echo game (in class circle)</b> Choose one person to be the young rabbit, in the centre. The rabbit shivers and rubs the bump on its head, looking around, turning on the spot, huddling arms to the body tightly. The circle of Percies and animals reach towards the centre, cupping their hands by their mouths, to mime 'calling out' to the rabbit.</p>	<p>The movements alternate in short sections, between the shivering and the calling-out (cued by appropriate music each time). If time, repeat with different rabbits.</p>	<p>Do the movements swap over, like an echo?</p>
<p><b>All pull together (class in two halves)</b> Half the class make a 'tug of war' chain of different animals, while the other half hide as rabbits around the edge of the room. Tugging, pulling and heaving sections (the chain) alternate with the rabbits tiptoeing to safety and joining the end of the chain. At a 'clonk' in the music, everyone shows big surprise gestures, as a big log appears.</p>	<p>For the pulling-together, lean bodies backwards, with paws just touching the person in front (or gripping the imaginary rope with your mouth/beak...)  Can you all show your surprise-gesture at the same time?  If time, the two halves can swap over, to repeat this activity.</p>	<p>Are your actions and movements helping to tell the story?  Are you working together as a team, and helping each other?</p>
<p><b>Safe and sound - a laughing dance (in groups of 5-6)</b> Together, work out a celebration laughing dance, performed by any combination of Badger, Fox, Mole, Hedgehog, Owl, Mice, Rabbits and Percy.</p>	<p>Rather than just laughing alone, find ways for pairs and threes to laugh together. Don't forget to flap ears and wings...</p>	<p>Are you using some of the animal movements you've discovered in the earlier weeks?</p>
<p><b>Cool down</b> With one person as Percy, leading in front, everyone joins a long chain (hands on the hips or shoulders of the person in front), weaving a pathway through the spaces.</p>	<p>End in a large class circle for an evening park-picnic. Lie back for an evening snooze.  Relax the whole body and listen to the evening parkland sounds.</p>	<p>Talk about health and safety aspects of parks, woods and the open countryside.  Think especially of things to watch out for when walking, such as holes in the ground - some of these have animals living inside - eg badgers, foxes and...rabbits!</p>