

Dance KS1: Let's Move

The Snail and the Whale



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

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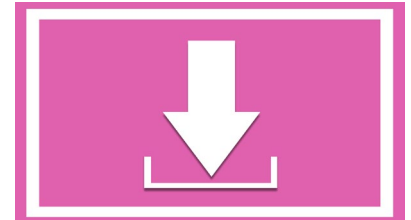
Introduction

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

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The Snail and the Whale

1: Lift wanted around the world



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The sessions in this unit are based on the popular picture book *The Snail and the Whale* by Julia Donaldson (Macmillan Children's Books - 2003 - ISBN-10: 0333982231). Her other best-selling titles include *The Gruffalo*, *Room on the Broom* and *A Squash and a Squeeze*.

Lesson summary:

The children begin as the Snail, using small precise gestures. These are contrasted with the large, slow gestures for the Whale. Working as individuals, the children create icebergs using a variety of levels and body shapes. Then the group divides in two for a sequence in which half the group are icebergs and the other half travel through the spaces as the snail and the whale.

Movement focus:

- Contrasting sequences of travelling and stasis
- Contrasting small, detailed gestures with large, broader ones
- Working in different groupings, including solo, pairs and everyone in two large groups
- Mirroring (pairs working together)



Session 1 structure: Lift wanted around the world

Content	Guidance	Evaluation
Warm-up Walking, then skipping around the room. Stopping when the music stops in high and low shapes.	Make different shapes with your body. Stretch as high as you can. Crouch down and make your body as low you can. Be as still as a statue.	<p>Are the children able to make contrasting high and low body shapes?</p> <p>Do they respond quickly when the music stops?</p> <p>Are they able to use as much of the space as they can and not bump into anyone else?</p> <p>Can they hold their shape and not wobble?</p>
Snail uncurls Snail movements on the spot. Coming out of shell. Going back in again. Children kneel down on the floor, tuck their heads in and press their hands onto the floor as though to the rock.	Making a tight curled-up shape, then slowly uncurl the body. Curl up again very quickly. Encourage a contrast between slow, uncurling movement and fast curling-up movement.	<p>Can children make their movements really snail-like?</p> <p>Can they make a clear difference between their controlled, slow movements as they come out of their shells and their quick movements as they curl up again?</p>
Snail makes a trail Snail movements on the spot then travelling. Movements on spot: use fast, small, wiggly movements - wiggling of feelers and whole body. Travelling movements: smooth, low down movements for travelling through the space.	<p>Let the children choose between sliding along on their tummies or crawling along on their hands and knees.</p> <p>Practise using the space well and not following anyone else, but making your own trail. Practise making clear, confident gestures and movements.</p> <p>Be able to show the difference between travelling and moving on the spot and respond quickly to instructions and changes in the music.</p>	<p>Are the children able to make their actions really snaillike?</p> <p>Are they starting to use the whole space well and not follow other children, but make their own path or snail trail without bumping into anyone?</p> <p>Are they listening carefully to instructions and changes in the music and responding to these?</p>



<p>Arrival of whale Whale movements on the spot then travelling. Movements on spot: bold, huge movements. Rahh! Children open their mouths very wide and also use huge scissor-like action with their stretched out arms, to demonstrate whale's mouth opening and closing. Swish! Swish! With one arm stretched out behind their back, children make large, regular swishing movements - as a whale's tail.</p>	<p>Encourage a strong contrast with the snail movements.</p>	<p>Are the children able to make their actions really whalelike?</p> <p>Are they improving in how they use space, filling every part of it, not following anyone else and making their own path - without bumping into anyone?</p> <p>Are they listening carefully to instructions and changes in the music and responding more quickly to these?</p>
<p>Snail climbs onto whale Snail climbs onto the whale's tail. Climbing movements, starting off very low but stretching higher and higher.</p>	<p>Encourage the children to think about how much effort the little snail must make and what a big climb it is. Concentrate on starting off very low, then really stretching as high as they can.</p>	<p>Are the children able to demonstrate how much effort the snail is making?</p> <p>Are they able to show contrasting movements?</p>
<p>Icebergs Individual shape work. Making contrasting high, low, medium frozen shapes of icebergs.</p>	<p>Make sure children make a contrast between their shapes and to hold them as still as they can. Find an interesting way of moving from one shape to another.</p>	<p>Are the children able to respond quickly to the instructions and the music?</p> <p>Do they make clear changes in their frozen shapes from high to low?</p>
<p>Whale and Snail move through the icebergs Divide class in half. One half is icebergs. The other Whales. Whales moves through the icebergs. Swap around so other half of class is frozen shapes. Now Snail moves through the icebergs.</p>	<p>Pause the programme here to help with the organisation. Stress the importance of working together to make a scene. The snails / whales must remember their moves from last time. Keep concentrating and not distract icebergs! Really try to imagine they are in this icy world.</p>	<p>Can the children hold sharp, pointy shapes really still for longer?</p> <p>Snail / whale: can children remember how whale or snail moves through the space?</p> <p>Can they use facial expression to show their reaction to what they see?</p>
<p>Cool down Stretching and breathing.</p>		



2: Volcanoes and storms



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Lesson summary:

The children reprise the movements associated with both the Snail and the Whale. They work individually and then in groups to create volcanoes. Towards the end of the session the class divides into two, one group representing the lightning storm and the other the whales moving slowly between the lightning.

Movement focus:

- Contrasting sequences of travelling and stasis
- Contrasting small, detailed gestures with large, broader ones
- Working in different groupings, including solo, pairs and everyone in two large groups



Session 2 structure: Volcanoes and storms

Content	Guidance	Evaluation
Warm up Moving through the space on your own pathway, using new ways to move. Freezing when the music stops in contrasting high / low / medium shapes.	Pointy and curvy, high, low and medium shapes. Stretch up as high as you can. Reach down as low as you can. Find a shape in between. Use the space well when you move in different ways around the room.	<p>Are the children thinking more about the contrasting shapes they can make and showing these clearly and confidently?</p> <p>Are they able to use the space more effectively?</p>
Snail - reprise of Programme 1 Build by adding facial expressions - showing happiness and excitement of snail. Movements on spot: fast, small, wiggling movements - wiggling of feelers and whole body.	Encourage the children to remember and develop their movements from last time, making them bolder, clearer and more confident and also using facial expressions. Show even more contrast between their travelling actions and movements on the spot.	<p>Are children using their bodies well to show the character of the snail even more clearly?</p> <p>Are they improving in their response to instructions and the music - stopping and starting quickly?</p>
Whale - reprise of Programme 1 Build by adding whoosh of water spraying from Whale. Children throw out their hands and arms quickly and flutter their fingers in fountain like movements to show Whale's water spout.	Use big, bold movements. Help the children to remember and work upon improving the whale movements which they practised last time. Work upon making their movements even bigger and bolder. Keep listening to the instructions and music.	<p>Are children using their bodies well to show the character of the whale even more clearly?</p> <p>Are they using the space with greater confidence, whilst also being clearly aware of the other children?</p> <p>Are they listening carefully to the instructions?</p>
Snail follows whale, riding on the whale's tail, moving up and down in the waves together. Pair work, travelling with a partner through the space.	Make sure the children follow each other on their own clear pathway through the space. Emphasise that they need to maintain an equal distance between them and their partners. Snails must keep up! Show the contrast in size and weight between the two.	<p>Do the children follow each other, making clear pathways through the space?</p> <p>Do they maintain an equal distance?</p>
Volcano! Individual shape work: starting off low, shaking with increasing force, then jumping up high to erupt.	Emphasise that the children should stay low on the spot and to shake their bodies with increasing force. Listen carefully to the music to know when to jump up and use face, arms and legs to demonstrate the eruption.	<p>Are the children controlling their small, low shaking movements on the spot and showing a clear contrast between these and the powerful erupting movements?</p>



<p>Volcano groups! Volcano sequence as before but this time working in groups of four. Children crouch down, back to back, then on cue, erupt and move away from each other.</p>	<p>Emphasise the importance of working well with your group. Children need to co-operate with each other and crouch together in their starting position, understanding that they are all an important part of the whole.</p>	<p>Do the children cooperate and work well together?</p> <p>Do they listen carefully for the music cue, so that they can all erupt together as the volcano?</p>
<p>Sharks are here! Shark gestures on the spot.</p>	<p>Make scary shark's grin - showing lots of teeth and scary staring shark's eyes.</p>	<p>Were the children able to work together to build the scary atmosphere of the circling shark?</p>
<p>Storm Children make lightning shapes on the spot then travelling.</p>	<p>Pointy, stretched, zigzag, high and low shapes. Turning, jumping when travelling. Explore different and contrasting lightning shapes. Stretch and create lines and pointy angles.</p> <p>Which parts of the body can you use?</p> <p>Think about how lightning moves - what sort of travelling movements?</p> <p>Find interesting ways of travelling through and filling the space.</p>	<p>How inventive are children being in their depiction of lightning?</p> <p>Can they create contrasting shapes?</p> <p>Are they able to stretch and make pointy shapes in a controlled way?</p> <p>Are they able to use the space effectively and confidently?</p>
<p>Snail and Whale travel through storm Divide class in half. Half of the class is the snail, half of the class is the lightning. Swap. Half of the class is now the whale, half of the class is lightning.</p>	<p>One half of class: repetition of Snail and Whale travelling movements. This time children show their response to the storm.</p> <p>Work with the rest of the class to respond quickly to lightning flashes. How do they use their bodies to show the response?</p> <p>Other half of class: Repeat lightning stretched, pointy shapes, but children need to keep to their own space and keep concentrating, even though snail/whale is moving around them.</p>	<p>Are the whole class able to work together to create an exciting dance scene?</p> <p>Are they able to build up the atmosphere of the storm and through their gestures and movements, show the snail and whale's reactions to it?</p>
<p>Cool down Lying down in a space, stretching and breathing.</p>		



3: Save the Whale!



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Lesson summary:

The children drive speedboats and unfortunately the Whale becomes trapped on the shore. The children then move alone as the beached whale, then as a whole group as the children from a local school coming to the Whale's rescue.

The Snail and the Whale swim away home at the end of their adventure.

Movement focus:

- Contrasting sequences of travelling and stasis
- Contrasting small, detailed gestures with large, broader ones
- Working in different groupings, including solo, pairs and groups.



Content	Guidance	Evaluation
Warm-up Making wave shapes. Travelling on an individual pathway, up and down through the ocean.	Stretching wave shapes, rising and falling. Maintaining rising and falling pattern when travelling - high and low. Remind children of the story so far.	Can children use their arms and stretch and bend their bodies to make slow, curvy wave shapes? Can they reach really high / low? Can they move with the music and create their own up / down wave pattern? Can they respond to the music in speed and intensity?
Speedboats Speedboat movements on the spot then travelling. Straight pathways with sudden changes in direction.	Quick, light, darting movements, with sudden turns and changes of direction. Encourage children to move with as much speed and energy as they can, not bumping into anyone and making their own clear, straight pathways. Emphasise how important it is not to go too fast, as you lose control and not to bump into anyone or your boat will not work any more!	Are children able to propel themselves quickly through the space without running while always being aware of others and keeping very good control? Can they change direction quickly?
Whale is stuck Repetition of whale gestures and movements from programmes 1 and 2, but this time whale is sad and stuck on the beach.	Heavy, slow, constrained movements. Children lie down, stretched out on their sides and repeat whale gestures - mouth opening and closing, tail swishing and water spouting. But this time, from their position on the floor, they show how difficult it is for whale, now he is no longer in the water and his water spout has dried up.	Do children remember the whale moves? Are they really able to imagine and show the character of the whale and how difficult it is now for him to move? Are they able to control their movements and gestures and make them more limited?
Snail is worried Snail movements on the spot then travelling. Repetition of snail gestures and movements from sessions 1 and 2, but this time snail is worried. Moving with increasing speed as she crawls to get help.	Movements on spot: small, wriggly movements, wiggling of feelers and whole body. But this time they are slow to show how sad and worried the snail is. Express clearly how the snail's spirits lift when she realises what she must do. Crawl faster and faster, moving with the music.	Can children work as a whole group together, in character as the excited children? Are they able to control their speed and make their skipping movements similar to each other? Are they able to move with the music?



<p>Children to the rescue! Teacher chooses a leader. Children make a line behind leader. Teacher acts out giving the leader the snail to hold carefully. Following leader, children skip to the rescue. Another leader has a turn.</p>	<p>Encourage children to stay together, not to push each other and to move at the same speed, making a clear, even line.</p>	<p>Can children work as a whole group together, in character as the excited children?</p> <p>Are they able to control their speed and make their skipping movements similar to each other?</p> <p>Are they able to move with the music?</p>
<p>Water - Whale can move at last! Whale movements, lying on the ground, then slowly getting up and travelling around the room. Movements on spot: repetition of sad, stuck whale movements, but gradually making these bigger and freer as whale is able to move with help of water and tide coming in. Travelling movements: repetition of whale swimming movements. Whale swims away - up and down through the water.</p>	<p>Encourage the children to use every part of their body to depict the whale and to clearly show the change from stuck to free. Listen carefully to the music so that they know when these changes happen.</p>	<p>Are children able to make a clear and gradual transition from whale's stuck movements to free, unconstrained movements as whale swims away?</p> <p>Are they able to show the whale's character really well and the clear change from sad to happy?</p> <p>Can they listen and respond really carefully to instructions and changes in music?</p>
<p>The last adventure Pair work. Snail and whale. A final happy ride together.</p>	<p>Children work in pairs, as the snail and the whale. Use high and low levels as they move through sea. This is the final journey. Make it as polished as you can!</p>	<p>Can the children remember all the whale/snail movements that they have learnt and give a really polished and expressive final performance?</p>
<p>Cool down Stretching up and down to show waves. Gradually sinking to the floor. Water is completely calm. Lying in a space and breathing.</p>	<p>Curved shapes, using back and arms, high and low. Encourage children to show gradual change in speed and levels. Relax and imagine the next adventure with the whale.</p>	<p>Can children gradually make their movements slower, until they are still?</p> <p>Can they relax and use their imagination to think about where the snails and whale might go next?</p>