

Dance KS1: Let's Move

Under the sea



Cat Sandion presents this unit of Dance KS1: Let's Move

1: Snapping claws and wriggling tentacles

Go to webpage



2: Turtles, dolphins and whales

Go to webpage



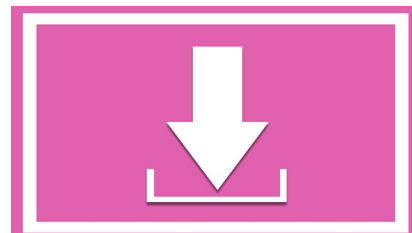
Introduction

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



Under the sea

1: Snapping claws and wriggling tentacles



Click to download this dance session as an mp3 file

In this two-part unit the children will meet some of the creatures that live in the sea. The first dance session explores snapping crabs and lobsters, wriggling octopuses and the shoals of fish which swim around a shipwreck, then hide from the hungry shark.

Lesson summary:

- **Warm-up:** skipping forwards and sideways. Energetic, happy skipping steps – travelling forwards and then sideways.
- **Lobsters and crabs:** walking forwards or sideways with snapping claws. Repeat with a partner.
- **Octopus dance:** two pairs join to make a group of four. They stand back to back to make an octopus body and then wriggle and wave their arms high, low and all around like long, wriggling tentacles. Each group creates their own octopus arm-waving pattern.
- **Shoals of fish, shipwreck shapes and a hungry shark!** The same groups of four travel closely through the spaces together with small, quick steps and sudden turns - like shoals of fish. Half the class link together to form a shipwreck shape in the middle of the room for the remaining groups of fish to swim around...until a hungry shark cues them to hide inside!
- **Cool down - Wobbly jellyfish:** shake out floppy jellyfish arms, legs, and whole body. Stretch up tall, and relax.

Movement focus:

- **Body:** skipping, walking forwards and sideways, wriggling and waving arms, moving with small, quick steps.
- **Action:** moving as lobsters and crabs with snapping claws, doing a wriggling octopus dance, moving as shoals of fish around a shipwreck, shaking out limbs like a wobbly jellyfish.
- **Dynamics:** levels (high, medium and low) and changing direction quickly in the space.
- **Space:** working together to move around the space, making curvy and straight pathways.
- **Relationships:** single and pair work, small group work, working in two big groups.



Session 1 structure: Snapping claws and wriggling tentacles

Content	Guidance	Evaluation
Warm-up: skipping forwards and sideways Energetic, happy skipping steps with a focus on travelling forwards and sideways to prepare for the first sequence.	Lift knees high and keep skipping steps light and springy. Take extra time to practise and perfect the sideways skipping.	Did the children skip with energy and confidence in both directions?
Lobsters and crabs Practise snapping fingers and thumbs together like snapping claws. Walking forwards with snapping claws like a lobster. Walking sideways with snapping claws like a crab.	Teachers might want to demonstrate this snapping action. Keep looking in the direction you're travelling in and don't bump into anyone.	Do the children listen well and respond correctly to the instructions and different pieces of music?
Bigger lobsters With a partner, standing one behind the other. The person at the back holds gently onto their partner's waist. The person at the front holds out their snapping lobster claws and leads their partner forward through the spaces.	The child at the front needs to keep looking for spaces to lead their partner through. The child at the back should follow their partner closely.	Do partners stay together and travel at a steady pace?
Bigger crabs Partners stand side by side and link arms. They each hold out their other arm to make the two snapping claws of the crab and carefully walk sideways together. Between each section of music, partners stop and snap their imaginary crab claws high, low and all around.	Don't pull on your partner's linked arm but stay close by travelling sideways at the same speed.	Can partners stay balanced as they snap claws and walk sideways together?
Dancing octopus - group octopus shape Two pairs join to make a group of four and huddle back to back, to make an octopus shape together. They all take one step forward to make their octopus shape bigger. They wriggle and wave their arms high, low and all around like the long, wriggling arms of an octopus.	Remain aware of the other people in your group and don't get in their way. Focus on making a good octopus shape together.	Do the children co-operate well to form and then move in a group shape?



<p>Octopus arm-waving pattern Each group creates their own octopus arm-waving pattern - eg waving arms one after the other, or alternating so that as one person waves up high, the person next to them waves down low.</p>	<p>Listen to one another's ideas and then try them out to see which work best.</p>	<p>Do the children select and practise an effective group pattern together?</p>
<p>Octopus travel and wave Each group huddles together, back to back, and travels to a new space with small, quiet steps. They stop, and with the new music, perform their group octopus arm-waving pattern.</p>	<p>It's quite difficult to move together in a group – focus on moving in the same direction and at the same speed.</p>	<p>Do the children travel smoothly as a group?</p> <p>Do they respond quickly and accurately to the music?</p>
<p>Octopus dance performance Teachers might like to divide the class into two performance groups so the children can perform their dances to one another.</p>	<p>Really work with your group for a confident and effective performance. The audience should be still and attentive.</p>	<p>Do the children perform with confidence?</p> <p>Can they watch actively - identifying things that worked particularly well?</p>
<p>Shoals of fish In same groups of four, stay close as you travel through the spaces with quick, small steps. Add some quick, sudden turns to change direction together.</p>	<p>Again, it's important for group members to stay close by moving in the same direction and at the same speed.</p> <p>It might be helpful for one person in each group to lead the action.</p>	<p>Do they keep watching their group to stay close and turn at the same time?</p>
<p>Shipwreck shapes Three or four groups – totalling about half the class – move to the middle of the room. They link arms to create a spread-out, oval shipwreck shape.</p>	<p>Spread out, but don't pull on one another's linked arms.</p> <p>If confident, some people could crouch low and others stretch high to create a more varied shipwreck shape.</p>	<p>Do the children maintain their shipwreck shape throughout?</p>
<p>Shoals of fish, shipwreck shapes and a hungry shark! The remaining groups travel around the outside of shipwreck shape with small, quick steps and sudden turns to change direction - like shoals of fish.</p> <p>Scary shark music cues the fish to hide inside the shipwreck shape.</p> <p>Swap groups and repeat.</p> <p>Then the cool down.</p>	<p>Both groups need to work together here - so the children making the shipwreck shape should make it easy for the shoals of fish to hide each time they hear the shark music.</p>	<p>Do all the children react quickly but sensibly to the shark music?</p>



2: Turtles, dolphins and whales



Click to download this dance session as an mp3 file

The second session in the unit focuses on the little fish which dart through seaweed, graceful gliding turtles, acrobatic dolphins and enormous whales rising and falling through the water.

Lesson summary:

- **Warm-up - jog and turn:** jogging to the beat with quick, light steps.
- **Swaying seaweed, little fish and a scary shark!** Partners sway gently in different directions – like seaweed in undersea currents. Same partners lead one another through the spaces with small, quick steps and sudden turns – like two little fish. Half the class perform the swaying seaweed movements as the other half travel around them...until the scary shark cues them to hide! Swap groups and repeat.
- **Flying turtles:** with arms stretched out to the sides, the children travel smoothly through the spaces, stretching high and bending low with long, graceful, silent steps.
- **Acrobatic dolphins:** partners, side by side, travel and leap together through the spaces; twisting and turning like playful dolphins.
- **Enormous whales:** two pairs join and stand in a follow-the-leader line to make a long group whale shape. They move through the spaces, twisting and turning and bending and stretching. Enormous leap away from group to finish.
- **Cool down - gentle stretches:** stretch out arms, legs and whole body. Close eyes, breathe gently and deeply and relax.

Movement focus:

- **Body:** jogging movements, swaying on the spot, stretching out arms and moving gracefully around the space, twisting and turning, bending and stretching, leaping up high.
- **Action:** the fish move quickly through the swaying seaweed, the turtles glide gracefully through the water, the dolphins leap, the enormous whales twist and turn and move slowly up and down.
- **Dynamics:** levels (high, medium and low) and changing speeds and direction.
- **Space:** using the whole space, working alone in the space, moving through the space staying together a partner or group.
- **Relationships:** single and pair work, small group-work, working in two big groups.



Session 2 structure: Turtles, dolphins and whales

Content	Guidance	Evaluation
Warm up - jog and turn Rhythmic jogging steps through the spaces.	Listen out and stop quickly with the music.	Do the children keep looking for spaces? Do they jog in time with quick, light footsteps?
Swaying seaweed Partners face one another and, holding outstretched hands, sway gently in different directions – like seaweed in undersea currents.	Partners should stand with their feet quite wide apart to act as a strong base for the swaying movements.	Can partners co-operate to sway gently and effectively in different directions?
Little fish The same partners lead one another through the spaces with small, quick steps and sudden turns - like two little fish.	Keep your steps small and your turns slick and sudden.	Do the children follow their partner closely and copy everything they do?
Swaying seaweed, little fish and a scary shark! Half the class perform the swaying seaweed movements as the other half travel around them...until the scary shark cues them to hide! Swap groups and repeat.	Again, both groups need to work together for a really effective performance. So swaying seaweeds should make it easy for fish pairs to hide between or behind them when the shark comes close!	Do the two groups act and react to one another? Do the little fish pairs react quickly to the shark music?
Flying turtles With arms stretched out to the sides, the children travel smoothly through the spaces, stretching high and bending low with long, graceful, silent steps.	Listen carefully and glide smoothly through the spaces with the music.	Are the movements light, balanced and graceful?
Acrobatic dolphins Partners travel side by side through the spaces, twisting and turning like playful dolphins.	Stay close to your partner as you twist and turn through the spaces together	Do the children stay close to their partner? Do they use the space well and avoid other dolphin pairs?
Leap! Stay next to partner and leap forwards together – from one foot to the other – bending knee to land safely.	Take plenty of time to practise this leap with your partner and don't forget to bend your knee as you land.	Do partners listen well and leap forwards at the same time?



<p>Enormous whales Two pairs join and stand in a follow-the-leader line to make a long group whale shape. They move through the spaces, twisting and turning and bending and stretching. Everyone takes an enormous leap away from their group to finish – bending their knee to land safely.</p>	<p>Everyone in the group needs to work together to create the twisting and turning, surfacing and diving, rollercoaster effect.</p>	<p>Does the line stay together as the children travelled through the spaces?</p> <p>Do the children copy their leader's actions accurately?</p> <p>Do they leap safely to a good space of their own to finish?</p>
<p>Cool down - gentle stretches Stretch out arms, legs and whole body. Close eyes, breathe gently and deeply, and relax.</p>	<p>Only stretch as far as is comfortable.</p>	<p>Could they lift up from the waist for the final stretch?</p>