



Dance KS1: Let's Move

We've got the body rhythm



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

1: Get that beat, hands and feet

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2: Shapes in time

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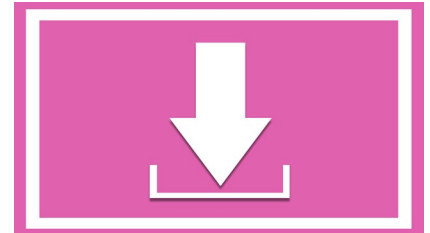
Introduction

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:
BBC Teach
3rd Floor Bridge House
MediaCityUK
M50 2BH



We've got the body rhythm

1: Get that beat, hands and feet!



Click to download this dance session as an mp3 file

Lesson summary:

This unit introduces a range of basic dance, movement and co-ordination skills, such as starting and stopping, and focuses on awareness of parts of the body, beat and rhythm. It explores how our natural body rhythms and energy can adapt and respond to the 'feel' of different music rhythms and styles.

Warm-up: breath and energy.

Fingers, toes, elbow, nose: on-the-spot dances for separate parts of the body.

All the body on the move: moving about the room, holding still for individual dances as above.

Get that beat, hands and feet: keeping a beat together, and developing rhythm-patterns.

Go high, go low: making hands and whole body move up and down.

Stop, start and turn around: moving about a 'town' space, without bumping.

Cool down: breath and energy (lying down, facing up).

Movement focus:

- **Body:** Parts of the body – hands, feet, above shoulders, hips, whole body
- **Action:** breathing, keeping a beat, rhythm-patterns, holding still
- **Dynamics:** changing levels (high and low)
- **Space:** changing direction
- **Relationships:** synchronising beat and rhythm in pairs; creating a busy class-scene



Session 1 structure: Get that beat, hands and feet!

| Content | Guidance | Evaluation |
|--|--|---|
| <p>Warm up Breath and energy.</p> | Focus on breathing in rhythm, tapping chest, stretching high and low, and bouncing knees to jog. | Has everyone 'got the rhythm' in their toes, knees, nose and... everywhere? |
| <p>Fingers, toes, elbow, nose. On the spot dances for: - hands, fingers and arms - toes, feet, ankles and knees - above shoulders, face and head - shoulders, hips and whole body</p> | Encourage children to be active and inventive with: - twisting and turning - wiggling and wriggling - moving from side to side - up and down movements. | Are you really focusing on beat and rhythm? |
| <p>All the body on the move Moving about the room, holding still for individual dances as above.</p> | Children can walk rhythmically, or skip, or hop, changing direction as they go. | Is everyone travelling in and out of the spaces? |
| <p>Get that beat, hands and feet! In pairs, keeping a beat together, and developing rhythm-patterns.</p> | Pairs keep the beat together with conga-drum: clapping ON the beat and OFF the beat. They then add actions: tapping chest (heartbeat); tapping knees; finger-clicking; and tapping partners' hands | A pause-point allows pairs to devise a sequence of jazzy taps, clicks, claps and stamps (plus twists, wiggles and turns). Can some pairs demonstrate their ideas to the whole class? |
| <p>Go high, go low. After listening to jazz instruments improvising sounds going high and low, up and down, children make their hands and whole body move up and down.</p> | | Are your hands and body following the ups and downs in the music? |
| <p>Stop, start and turn around. On your own again, imagine a scene in town. Everyone is busy-busy, getting places. Move about the space, trying not to bump into people.</p> | Listen for instructions to stop and start, and saying which way to go. | Is everyone changing direction to really explore the space? |
| <p>Cool down. Breath and energy (lying down, facing up).</p> | A chilled-out version of the warm-up with some yawns and stretches for arms and legs. | Is everyone aware of the slower rhythms of the music? Feel for your heartbeats and pulse at the end... |



2: Shapes in time



*Click to download this
dance session as an
mp3 file*

Part two of this 'Body rhythm' unit extends the basic skills to bring in children's growing awareness of physical shapes and space. This leads to group-shapes and movements for triangles, squares and circles. Aspects of rhythm-patterns are developed through a range of everyday actions and movements.

Lesson summary:

Warm-up: breath and energy.

Fingers, toes, elbow, nose: 'air' patterns for hands, arms, legs, head, shoulders, hips, whole body.

Shapes in time: triangles.

Shapes in time: squares.

Shapes in time: circles.

Body rhythms: performing everyday actions.

Daydreaming and 'lazy' walking: relaxed actions.

Eating and drinking: varying speeds and rhythm-patterns.

Housework: exploring rhythm-patterns for jobs around the home.

Diary of a day: telling the story of just one day in movement.

Cool down: breath and energy.

Movement focus:

- **Body:** Developing awareness of parts of the body
- **Action:** rhythm-patterns for everyday actions
- **Dynamics:** varying speed of movement
- **Space:** shape and space awareness
- **Relationships:** passing shapes around a group



Session 2 structure: Shapes in time

| Content | Guidance | Evaluation |
|--|---|---|
| <p>Warm up - park-keeping Breath and energy, developing ideas from part 1.</p> | Focus on: tapping chest lightly / stretching up / reaching down towards toes / bouncing knees up and down / jogging in time. | Is everyone responding to beat and rhythm in the music? |
| <p>Fingers, toes, elbow, nose. 'Air' patterns for: hands / arms and elbows / feet, legs and knees / dance for head, nose and ears / shoulders, hips and whole body.</p> | Explore the difference between patterns-in-time (rhythm-patterns) and patterns-in-the-air (shape-patterns). | Are the movements really showing patterns-in-the-air – straight or curvy, pointed or twisty, big or small? |
| <p>Shapes in time Triangles (in groups of 3-4).</p> | Groups draw triangle shapes in the air with hands. Use fingers, hands and arms to create still triangles. Pass triangle-patterns from one to another around the group. | <p>Can each group find ways to combine arms and legs into triangle-shapes?</p> <p>Can the group make them move within the space?</p> |
| <p>Shapes in time Squares (in groups of 3-4).</p> | Groups draw square shapes in the air with hands. Use fingers, hands and arms to create still squares. Pass square-patterns from one to another around the group. | <p>Can each group find ways to link arms, legs, hands and whole-bodies into square-shapes?</p> <p>Are they responding to the steady rhythms of the baroque music?</p> |
| <p>Shapes in time Circles (in groups of 3-4).</p> | Draw circle shapes in the air with fingers. Use hands and arms to create still circles. Pass circle-patterns from one to another around the group, including rolling and wheel-actions. Then form a larger group-circle, for a simple circle-dance with turns, spins and rolling. | <p>Can each group find ways to link arms, legs, hands and whole-bodies into square-shapes?</p> <p>Are they responding to the steady rhythms of the baroque music?</p> |
| <p>Body rhythms Follow Justin's instructions for performing everyday actions.</p> | Be aware of different speeds, eg walking, eating, drinking, cycling, shopping, crossing road etc. | Are the movements 'in role'? |
| <p>Daydreaming and 'lazy' walking</p> | Actions might include reading the paper and meeting-and-greeting friends. | Do the movements appear relaxed and 'chilled out'? |
| <p>Eating and drinking</p> | Develop ideas for different eating and drinking rhythms, eg 'bolting' food quickly, or slowly savouring sips and mouthfuls. | Is there lots of contrast between different 'characters'? |



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|--|---|--|
| <p>Housework Exploring rhythm-patterns for jobs around the home.</p> | <p>Movements might include: washing and drying up / putting cups and crockery away / vacuuming, dusting and polishing / DIY / hanging up washing.</p> | <p>Is everyone moving rhythmically around the room?</p> |
| <p>Diary of a day In pairs, put together lots of ideas from our 'Body rhythm' programmes to tell the story of just one day.</p> | <p>Children might include waking up, walking, jogging, cycling, high and low levels, stopping and starting, as well as fast, medium and slow actions at work or at play. Practise movements to create a complete diary-dance.</p> | <p>Pairs can perform their diary-dance to the whole class.</p> |
| <p>Cool down Breath and energy.</p> | <p>A chilled-out version of the warm-up with some yawns, stretches and a lie-down.</p> | <p>Is everyone focused on breathing and heartbeat rhythms?</p> |