

Dance KS1: Let's Move

Winter wonderland



Paul Panting presents this unit of Dance KS1: Let's Move

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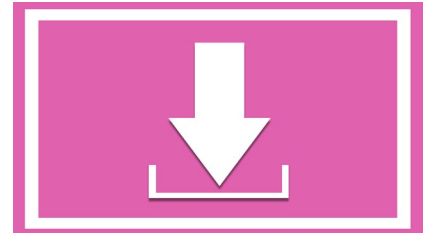


Dance KS1: Let's Move provides movement content for schoolchildren aged 5 to 7 that can be used to fulfil the dance element of the PE curriculum at Key Stage 1 and Expressive Arts element of the Curriculum for Excellence in Scotland.

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 - just click on the download link and the mp3 audio file will download to your device.

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 a 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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Winter wonderland

1: Busy bodies, cosy toes



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

This session allows the children to take a 'through the window' look at the winter wonderland outside. Preparing to play means dressing up warm and stepping out to meet a friend. Throwing small snowballs and pushing a large one are just two of the different movement opportunities developed in the session.

Programme summary:

1. Warm-up
 - clapping and stamping
2. Snowflakes falling
 - rising and sinking
3. Dressing up warm
 - miming a dressing sequence with voice cues for different clothes
4. Busy bodies
 - playing in the snow
5. Cool down
 - taking off the winter clothes
 - relaxing in a space

Movement focus:

- Body: working with body actions
- Action: developing big and small movements, using isolated body parts and whole-body movements
- Dynamics: contrasts in speed, strength
- Space: demonstrating flexible and more restricted ways of moving, as well as changes in speed
- Relationships: working on simple composition with a partner



Session 1 structure: Busy bodies, cosy toes

Content	Guidance	Evaluation
<p>1. Warm-up Sitting in a space, using hands to clap and feet to stamp.</p>	<p>Encourage using specific body parts with appropriate energetic dynamic quality.</p>	<p>Are the children thinking of only moving specific body parts and keeping the others still?</p>
<p>2. Snow flakes falling On their own, children tiptoe to look through the imaginary window. They see and become snowflakes, gently falling and settling.</p>	<p>Ensure children demonstrate whole-body movement as they wriggle into imaginary trousers.</p> <p>Ensure all clothes engage movement of specific body parts.</p>	<p>Can the children put on their imaginary clothes, showing the different actions related to different body parts?</p>
<p>3. Busy bodies Working with a partner, the children play together in the snow. Making small snowballs to throw at each other and one huge one to push along.</p>	<p>Help the children to work with a partner, being aware of facing each other for snowballing and side by side for snow pushing.</p> <p>Encourage the change in speed and quality.</p>	<p>Can the children work carefully with their partner?</p> <p>Are they aware of the space in which they are working?</p>
<p>4. Putting it together Stretching arms and legs out wide, then brought together.</p> <p>Slow stand: repeat.</p>	<p>Encourage a final, polished performance.</p>	<p>Can the children remember the moves?</p> <p>Are they performing with confidence?</p>
<p>5. Home again / Cool down Waving goodbye to their partner, the children step back inside the house and take off their outdoor clothes, packing them away carefully.</p>	<p>Encourage the children to move away from their partner and emphasise change in actions, which become smaller rather than using the space around them.</p>	<p>Do the actions look more precise as they say good bye and pack away their clothes?</p> <p>How still and quiet are the children?</p>



2: Snowy days



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dance session as an
mp3 file

The children use the environment of the imaginary snowy day to explore different ways of moving. Simple hand gestures and whole-body action engage the children in both individual and partner work. Playful and energetic actions in the snow are contrasted when the children find themselves on slippery, icy surfaces.

Programme summary:

1. Warm-up
 - clapping and stamping in class circle
 - marching through the spaces
2. Snowflakes falling
 - revising movement from previous session
 - developing direction
3. Pathways in the snow
 - big, snowy strides in different directions
4. Action-packed
 - developing a sequence of scooping and throwing
 - freezing in different positions
5. Ice
 - walking
 - skating
6. Putting it together
 - pathways, actions and skating as above
7. Cool down

Movement focus:

- *Body*: exploring contrasting modes of moving: gentle and strong
- *Action*: presenting energetic movement with control
- *Dynamics*: creating different pathways
- *Space*: using wide body shapes
- *Relationships*: working alone and with a partner



Session 2 structure: Snowy days

Content	Guidance	Evaluation
<p>1. Warm up Standing in a big circle, the children use hands to clap and feet to stamp and march in and out.</p>	<p>Help the children to begin in a big circle and maintain the group formation.</p> <p>Encourage them to watch each other and listen carefully to enable clapping, stamping and marching in time.</p>	<p>Can the children keep the group formation?</p> <p>Do they respond to the pace of the music?</p>
<p>2. Snowflakes falling Standing in a space of their own, the children reach hands high and show snowflakes fluttering down and settling in spaces around them.</p>	<p>Movement quality should be gentle and soft. Ensure the children really stretch up - reaching high, before sinking slowly. Keep focusing on the hand gestures.</p> <p>Encourage the children to watch their own hand and finger movements.</p>	<p>Do the children stretch up through the body, not just the arms?</p> <p>Can they sink with control?</p>
<p>3. Pathways in the snow The children make footprints out in the newly fallen snow, creating special pathways.</p>	<p>While emphasis is on feet/footsteps, help children to use arms for balance and to maintain their pacing.</p>	<p>Are the pathways clear?</p> <p>Do they show the children moving into spaces of their own?</p>
<p>4. Action-packed Continuing to explore the snow: the children scoop it up, jump onto it and finally hold a 'freeze' position.</p>	<p>Try to ensure that children use this action composition to show whole-body movements, demonstrating energy and strength and a variety of body shapes.</p>	<p>Can the children show the different actions with clarity?</p> <p>Are the body shapes clearly expressed?</p>
<p>5. Ice The children work with a partner and take turns to follow each other. They step and slide cautiously on a slippery, icy surface, using wide body shapes to keep their balance.</p>	<p>Reinforce the idea of children keeping their spacing and also watching each other very carefully as they move.</p> <p>Check that feet sometimes lift and sometimes move along the ground. Remind children to keep their body shape wide.</p>	<p>Are the children sensitive and caring working together?</p> <p>Do the children know when their feet lift or slide along the ground?</p> <p>Do they follow their partner?</p>
<p>6. Putting it together Pathways, actions and skating from above.</p>	<p>Encourage performance.</p>	<p>Can children remember the moves? Are they progressing smoothly from one sequence to the next?</p>
<p>7. Cool down Lying in their own space, the children relax and reflect on their snowy day.</p>	<p>Help the children to find their own space and relax. Reinforce the importance of being very still while listening.</p>	<p>Can the children establish their own thinking space?</p>



3: Let's stay, or fly away



Click to download this dance session as an mp3 file

During this session the children will be asked to think of a winter wonderland where hedgehogs survive the cold weather curled up in small spaces. Meanwhile birds fly with grace and beauty to warmer places.

Programme summary:

1. Warm-up
 - clapping in front and up high
2. Woodland walk
 - moving with the words of the poem
3. Hedgehog
 - scurrying like a hedgehog
 - rolling into a ball
4. Migrating geese
 - in pairs and groups of four, sweeping arm gestures and slow steps to fly as geese
5. Putting it together
 - hedgehogs and geese as above
6. Cool down

Movement focus:

- Body: awareness of space
- Action: controlled action of stretching and curling
- Dynamics: responding to words of the poem
- Space: consideration of where eyes are looking
- Relationships: working with a partner



Session 3 structure: Let's stay, or fly away

Content	Guidance	Evaluation
<p>1. Warm up Standing in a space of their own, the children clap in front and high up.</p>	<p>Clapping in time to the music will be more accurate if children watch their own hands. High-up claps will need the body to stretch.</p>	<p>Can the children use the space? Do they clap in time to the music?</p>
<p>2. Woodland walk Children listen to and move to the poem, anticipating what will happen on their woodland walk: Tiptoe quietly through this woodland space / Keep looking all around / Can you see an animal face? / Reach up high above the treetops / Slowly sink down and down, until you stop / Put your ear to the ground. Be still and listen / Can you hear a sound?</p>	<p>Ensure all the children are still and are concentrating on the words of the poem.</p> <p>Small, light steps should be up on tiptoe, as if creeping. Looking around may encourage turning.</p> <p>Help emphasise the stretching up tall on tiptoe, but put down as they sink into curled body shape.</p> <p>Children may find it easier to put hands down to support their bodies as they put ears to the ground.</p>	<p>Are the children engaged in the ideas of the poem? Do they respond to the suggested qualities and actions described in the poem?</p> <p>Are they able to keep their balance as they sink down to the ground?</p>
<p>3. Hedgehog The children try scurrying through the spaces but, when scared, they curl into a tiny, round ball.</p>	<p>Encourage the children to use small steps.</p> <p>Ensure the children can see where they are going and do not simply look at the floor.</p> <p>Help them decide on their position for curling up - on their side or on their hands and knees.</p>	<p>Are the pathways clear and show the children moving into spaces of their own?</p> <p>Do the children remain well spaced out?</p> <p>Are they able to respond to sound with the curled action?</p>
<p>4. Migrating geese The children consider the grace and beauty of a bird's flight. Like the birds, they use sweeping arm gestures and slow, smooth travelling steps to experience a sense of lifting above the ground.</p>	<p>Make sure the children have plenty of space around them for arm gestures. Reinforce small steps to acquire a position up on tiptoes, hovering.</p> <p>Ensure children are looking down to give an illusion of being up high.</p>	<p>Have the children been able to change the dynamic quality and show they are moving? Do travelling steps cover a small distance?</p> <p>Do they work cooperatively together in pairs and fours?</p>
<p>5. Putting it together Revising the hedgehog and geese dances above.</p>		
<p>6. Cool down The children think about animals that hibernate and birds that migrate.</p>	<p>Help children to settle, finding a relaxed body position. With arms behind their backs, there should be no unnecessary movement.</p>	<p>Can the children maintain stillness of the body?</p>



4: Snow City



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

This session the children visit Snow City, where they enjoy the changing temperatures...puddles to jump in...and the ice statues to freeze into! They work together on a simple, compositional phrase and perform for Father Christmas.

Programme summary:

1. Warm-up
 - travelling to Snow City using skipping, striding and skating pathways
2. Puddles of sunshine
 - in pairs, stamping and marching
3. Ice statues
 - in pairs, freezing as statues
4. Dance of the Snow People
 - using the children's own compositions
5. Final performance
 - combining elements of the above
6. Cool down

Movement focus:

- Body: using body shape and facial expression
- Action: linking movement ideas together
- Dynamics: repetition of a simple movement composition
- Space: developing movement to reflect a specific character
- Relationships: working with a partner



Session 4 structure: Snow City

Content	Guidance	Evaluation
<p>1. Warm up Starting in their own space, the children skip away to find Snow City. Movement from previous session: striding and skating.</p>	<p>Help the children to use the music to find the pace of the movement.</p>	<p>Is it a lively and energetic start to the session?</p> <p>Are the children listening carefully?</p>
<p>2. Puddles and sunshine In the City the children meet with a friend and, as the sun shines, the puddles appear.</p> <p>With a partner they stamp and march around them.</p>	<p>Actions should be big and bold, with arms and legs lifting and swinging.</p>	<p>Does the size of the imaginary puddle stay the same?</p> <p>Is there plenty of energy shown?</p>
<p>3. Ice statues Staying with their partner, the children take turns being ice statues who change their pose to demonstrate different body shapes and facial expressions.</p>	<p>Emphasis here is on the children's ability to select a position that can be held.</p>	<p>Do the children understand the difference between movement and total stillness?</p> <p>Do they find keeping an expression difficult?</p>
<p>4. Dance of the Snow People The statues become free to move once again and, still in their twos, the children work on a simple composition of steps, claps and waves high in the air.</p>	<p>Encourage the children to concentrate on what each other is doing and where they are moving.</p> <p>The simple phrase should be repeatable.</p>	<p>Are the children considerate when working with each other?</p>
<p>5. Final performance As the people of Snow City, the children perform a dance for Father Christmas, incorporating dressing, snowballing, flying geese and the Dance of the Snow People above.</p>	<p>Help the children to maintain continuity of movement between the sequences.</p>	<p>Is there a sense of fun and celebration?</p> <p>Are their actions clear and expressive?</p>
<p>6. Cool down Lying in a space.</p>	<p>Keep still and very quiet. Breathe deeply to help relax.</p>	<p>How still can the children be?</p>