

# Let's Move

Spring 2017



*Justin Fletcher presents this series of Let's Move*

Age 4 - 6



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## Downloads / podcasts:

These programmes are available as downloads (or podcasts). Simply click on the download links that appear throughout these Notes and the audio for each programme will download as an mp3 file. The programmes can also be downloaded from the relevant pages of the website by clicking on the button called 'Download mp3'.

**Audio on demand:** These programmes are also available as audio on demand from the BBC iPlayer Radio.

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## Introduction

### Using *Let's Move*:

Each *Let's Move* programme offers an off-the-shelf and simple to use dance session for children aged 4 to 6. Each of the programmes is free to download as an mp3 file and can then be played back using a computer or transferred to a media player, such as an iPod.

Teachers do not necessarily need to take part alongside the children, but are encouraged to be familiar with the content of each programme and, in particular, to be ready to mediate the playback, pausing the programme whenever invited to do so.

This series is presented by Justin Fletcher. Justin's instructions are interspersed with music, so children will need to listen carefully and then be ready to move with the music. Sometimes they will be moving alone; sometimes in pairs or larger groups. Justin's instructions will tell the children what groupings to adopt and these are occasions when you will wish to pause the playback in order to allow time for everyone to get organised.

*Let's Move* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal. Use the best equipment that the school has to offer for playback. Check that the loudspeaker is facing the children to ensure the best possible listening environment.

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 these programmes...

- Always encourage careful listening
- Reinforce the importance of safety - e.g. 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.

### Podcasts / downloads:

These programmes are available as downloads. This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod. If you subscribe to the series your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme. Simply click on the download links that appear throughout these Notes.

### Column headings used in these Teacher's Notes:

- **Content** - a guide to the movement activities in the programmes.
- **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.

### Feedback:

Feedback is vital to the series and is always welcome. Please visit the Contact us page of the School Radio website at:

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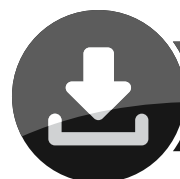
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# UNIT 1

## We've got the body rhythm



DOWNLOAD

### 1: Get that beat hands and feet

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.

#### Lesson summary:

**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

Content	Guidance	Evaluation
<b>Warm up.</b> Breath and energy.	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?
<b>Fingers, toes, elbow, nose.</b> On the spot dances for: - hands, fingers and arms - toes, feet, ankles and knees - above shoulders, face and head - shoulders, hips and whole body.	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?
<b>All the body on the move.</b> Moving about the room, holding still for individual dances as above.	Children can walk rhythmically, or skip, or hop, changing direction as they go.	Is everyone travelling in and out of the spaces?
<b>Get that beat, hands and feet!</b> In pairs, keeping a beat together, and developing rhythm-patterns.	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?

Content	Guidance	Evaluation
<b>Go high, go low.</b> 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.	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.	Are your hands and body following the ups and downs in the music?
<b>Stop, start and turn around.</b> 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.	Listen for instructions to stop and start, and saying which way to go.	Is everyone changing direction to really explore the space?
<b>Cool down.</b> Breath and energy (lying down, facing up).	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



**DOWNLOAD**

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



Content	Guidance	Evaluation
<b>Warm up.</b> Breath and energy, developing ideas from part 1.	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?
<b>Fingers, toes, elbow, nose.</b> 'Air' patterns for: hands / arms and elbows / feet, legs and knees / dance for head, nose and ears / shoulders, hips and whole body.	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?
<b>Shapes in time.</b> Triangles (in groups of 3-4).	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.	Can each group find ways to combine arms and legs into triangle-shapes? Can the group make them move within the space?
<b>Shapes in time.</b> Squares (in groups of 3-4).	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.	Can each group find ways to link arms, legs, hands and whole-bodies into square-shapes? Are they responding to the steady rhythms of the baroque music?
<b>Shapes in time.</b> Circles (in groups of 3-4).	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.	Are the actions really rolling and spinning, like a big wheel, or like cogs?
<b>Body rhythms.</b> Follow Justin's instructions for performing everyday actions.	Be aware of different speeds, e.g. walking, eating, drinking, cycling, shopping, crossing road etc.	Are the movements 'in role'?
<b>Daydreaming and 'lazy' walking.</b>	Actions might include reading the paper and meeting-and-greeting friends.	Do the movements appear relaxed and 'chilled out'?
<b>Eating and drinking.</b>	Develop ideas for different eating and drinking rhythms, e.g. 'bolting' food quickly, or slowly savouring sips and mouthfuls.	Is there lots of contrast between different 'characters'?
<b>Housework.</b> Exploring rhythm-patterns for jobs around the home.	Movements might include: washing and drying up / putting cups and crockery away / vacuuming, dusting and polishing / DIY / hanging up washing.	Is everyone moving rhythmically around the room?
<b>Diary of a day.</b> In pairs, put together lots of ideas from our 'Body rhythm' programmes to tell the story of just one day.	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.	Pairs can perform their diary-dance to the whole class.
<b>Cool down.</b> Breath and energy.	A chilled-out version of the warm-up with some yawns, stretches and a lie-down.	Is everyone focused on breathing and heartbeat-rhythms?

# UNIT 2

## The rescue party



### 3: Animals in the park

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!

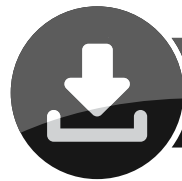
#### Movement focus:

- **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





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-wildlife 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.	Badger lolls from side to side, with slow, heavy steps. Fox stops and starts, looking this way and that, with light steps.	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?
<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.	All move at a steady pace, using delicate and careful movements.	Is Percy staying in one place, while the others slowly circle round?
<b>Picnic in the park.</b> Time for a break! In your groups, all share some favourite snacks. Actions for reaching into picnic-basket, unwrapping sandwiches, drinking and sharing things around.	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?)	Is all the food being shared? Are you really communicating in animal conversations?
<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.	Relax whole body and listen to parkland sounds in the music.	Relax whole body and listen to parkland sounds in the music.


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## 4: Rabbit down the well!

After adding new characters (rabbits skipping, hopping and jumping and new birds flapping and wing-fluttering), this part of the story emphasizes 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:

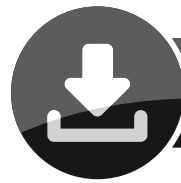
- **Body:** Tension and relaxation
- **Action:** skips, hops and jumps; interpreting gestures
- **Dynamics:** slow-motion
- **Space:** moving through spaces
- **Relationships:** working as a team

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 <i>scurrying</i> , <i>burrowing</i> , <i>lumbering</i> , <i>creeping</i> and <i>scampering</i> 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, e.g. Blackbird, Sparrow and Pigeon.	Don't forget to <i>swoop</i> and <i>waddle</i> , as well as trying out <i>flapping</i> , <i>hopping</i> and <i>wing-fluttering</i> 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?





Content	Guidance	Evaluation
<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 gest-ures 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?
<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.	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!	Are your movements really determined?
<b>Echo game (in 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 + animals all reach towards the centre, cup-ping their hands by their mouths, to mime 'calling out' to the rabbit.	The movements alternate in short sections, between the shivering and the calling-out (cued by appropriate music each time).	Do the movements swap over, like an echo? If time, repeat this activity with a different rabbit.
<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!)	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)?	Are your actions and movements helping to tell the story? Are you working together as a team and helping each other?
<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.	Next time, the children will perform a dance of the whole story and find out what happens in the end!	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)?


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## 5. All pull together

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 <i>scurrying, burrowing, lumbering, creeping, scampering, swooping, waddling, flapping, hopping and wing-fluttering</i> 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?



Content	Guidance	Evaluation
<p><b>Oh dear, oh dear, then the Big Idea (class in two halves).</b></p> <p>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.</p>	<p>Encourage children to perform actions 'in role', moving around the room and communicating ideas with others.</p>	<p>Do your gestures suit the character you have chosen?</p>
<p><b>Echo game (in class circle).</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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 - e.g. badgers, foxes and...rabbits!</p>

# UNIT 3

## Wood in the wood!



### 6: The woodland comes to life

In this two-part unit, a springtime woodland setting provides an imaginative environment to inspire movement-activities and dance associated with woods, wood and wooden things. The trees themselves sway, reach up and wiggle in the sunlight, while birds hop, soar, glide, swoop and flutter around their branches.

At ground-level, the children explore the woodland spaces, ducking and climbing around obstacles, then forming groups to link up into slow, smooth, log-and-fungus shapes. And as minibeast, they discover how to scuttle and scurry with six, eight or more legs! Then to look after and 'manage' the woodlands, children explore chopping, cutting and sawing movements for coppicing actions (with some health and safety tips).

#### Lesson summary:

**Warm up:** woodland stretches, like tall trees reaching up to the sunlight.

**Walking through the wood:** exploring spaces with curvy and zigzag pathways.

**Old log and fungus:** linking hands, arms and feet to make a log-and-fungus shape.

**Minibeast scuttle:** travelling quickly in varied pathways.

**Tree sway:** swaying and shaking movements 'in unison' (altogether).

**Bird flight:** bird movements combined with swaying treetops.

**Woodland tools:** chopping, cutting and sawing actions for 'coppicing'.

**Cool down:** lying down to listen to springtime woodland sounds.

#### Movement focus:

- **Body:** Stretching, swaying and 'scuttling'.
- **Action:** walking-variations, work-actions.
- **Dynamics:** changing speed and direction.
- **Space:** curvy and zigzag pathways.
- **Relationships:** linking to others in a group.



Content	Guidance	Evaluation
<b>Warm up.</b> Woodland stretches, like tall trees reaching up to the sunlight.	With each piece of music encourage: <ul style="list-style-type: none"> <li>- standing on tiptoe</li> <li>- stretching arms higher</li> <li>- adding wiggling fingers, like leaves.</li> </ul>	Are you reaching to the tops of the trees?
<b>Walking through the wood.</b> Exploring spaces with curvy and zigzag pathways.	Emphasise: <ul style="list-style-type: none"> <li>- ducking head down low</li> <li>- climbing round obstacles</li> <li>- avoiding roots, brambles and branches.</li> </ul>	Are you changing direction and making interesting patterns?
<b>Old log and fungus (in groups of 3-4).</b> Linking hands, arms and feet to make a log-and-fungus shape.	Logs might be long and thin, or wide and fat. Fungus-shapes might be straight and tall, or round and bumpy.	Are the movements very, very slow and smooth? Is everyone linked to someone else in the group?
<b>Minibeast scuttle.</b> Travelling quickly in varied pathways as woodlouse, earwig, millipede, centipede or spider.	Think about the effects of having six, eight or more legs. How will this affect your scuttling and scurrying?	Is there lots of variety between the different minibeasts?
<b>Tree sway (in circles of 3-4).</b> Developing the warm-up movements to incorporate swaying and shaking movements. The circle sways back and forth 'in unison' (altogether).	Ensure: <ul style="list-style-type: none"> <li>- feet apart and space between everyone in the circle</li> <li>- tall, wide branch shapes</li> <li>- wriggling fingers for dancing leaves.</li> </ul>	Are your movements, slow, gentle and graceful. Are the 'in unison' movements changing direction at about the same time?
<b>Bird flight.</b> Children experiment with bird movements, and then dance in two groups, half as swaying treetops, half as flying birds.	Bird movements might include: <ul style="list-style-type: none"> <li>- hops up and down (like woodpeckers)</li> <li>- soaring, gliding and swooping (like birds of prey)</li> <li>- quick flight (like finches).</li> </ul>	Are your movements responding to the gentle up-and-down patterns in the harp-music?
<b>Woodland tools.</b> Chopping, cutting and sawing actions to help with 'coppicing' and caring for woodlands.	For chopping, swing arms over shoulder and out in front. For sawing, put hand in front, push forwards and pull back, over and over. <b>N.B.</b> discuss health and safety aspects of using wood tools.	Are your actions slow and controlled?
<b>Cool down.</b> Lie down to listen to springtime woodland sounds.	Before next time, think how many things are made of wood.	Can you find out about woodland-management, nature-reserves and wildlife-groups in your area?



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## 7: Making things with wood

In part two of this woodland unit, the children develop work-actions for making furniture, toys and puppets. Then, in pairs as puppets and musicians, they practise three dances - with a wooden flute (slow and elegant), with a guitar (flamenco-dancer) and with a fiddle (inventing their own lively foot-patterns), each puppet 'accompanied' by the musical-instrument actions.

### Lesson summary:

**Warm up:** woodland stretches

**Making things from wood:** woodwork actions for using tools

**String puppets:** wooden string-puppet movements.

**Flute dance:** wooden-flute actions and graceful twirling.

**Flamenco dance:** flamenco-guitar and dance actions, with foot-stamps and turns.

**Fiddle dance:** fiddle/violin actions plus hops and kicks in own, lively pattern.

**Night time cool down:** take deep breaths and close eyes...

### Movement focus:

- **Body:** Arms, legs, head and whole body
- **Action:** puppet and instrument actions
- **Dynamics:** responding to musical styles
- **Space:** awareness of own space
- **Relationships:** pair work



Content	Guidance	Evaluation
<b>Warm up - Woodland stretches.</b> Slow stretches, reaching to the tops of the trees.	Remember from last time: - stretching arms high - standing on tiptoe - adding wriggling fingers (leaves).	Is everyone in a space of their own?
<b>Making things with wood.</b> Woodwork actions for using tools (e.g. hammers, chisels and planes), to make large and small items (e.g. tables, chairs, toys etc).	Movements can include: - hammering wood and nails - chiselling and chipping - carving shapes - planing from side to side - rubbing in oil and painting on varnish.	Can everyone guess what items you are making?
<b>String puppets.</b> With Pinocchio as a starting-point, explore movements of wooden string-puppets and bring them to life.	As 'puppet-master', Justin controls: - strings for arms, legs, head... - flopping and dangling movements - quick and jerky reactions - waving and nodding.	Is there lots of contrast between floppy and jerky movements?
<b>Flute dance (in pairs).</b> One child mimes wooden-flute actions (blowing air while wriggling fingers). The other performs graceful twirling on the spot. Then swap over.	Puppet-dancers - arms and legs should lift slowly and movements should flow elegantly. Don't get giddy!	Are the two performers responding well to each other?
<b>Flamenco dance (in pairs).</b> One child mimes flamenco-guitar actions (strumming, stamping and turning). The other performs flamenco arm-stretches and foot-stamps. Then swap over.	Puppet-dancers - stand tall, straight and proud, heads held high. One hand on hip, elbow pointing out, wrist bent. Add quick foot-stamps, turning in a circle.	Are the dancer and musician smart, proud and confident?
<b>Fiddle dance (in pairs).</b> One child mimes fiddle/violin actions (hold 'fiddle' under chin and wriggle fingers, while other hand moves string-bow sideways). The other performs hops and kicks feet in own, lively pattern. Then swap over.	Puppet-dancers - arms and hands stay straight down by sides. Vary number and rhythms of hops and kicks from foot to foot.	Do the foot-patterns and fiddle music go well together? You can replay the three sorts of music (flute, guitar and fiddle) to show the three dances.
<b>Night time cool down</b> Take deep breaths and close eyes...	Think about all the useful things we can make from wood.	Can you find out about woodland-management, nature-reserves and wildlife-groups in your area?

# UNIT 4

## Egg stravaganza!



### 8: Whose egg is this?

Spring is really buzzing and eggs are everywhere in Egg stravaganza! First, eggs hatch into all sorts of creatures – insects, frogs, ducks and dinosaurs, with opportunities for lots of animal movements...

The spring-time, Easter, theme runs through lots of the music of this three-part unit, which often features traditional and world-music from France, Eastern Europe and the Balkans, Russia, Greece, Sweden and South America, as well as percussion and kitchen sounds, and barrel-organ tunes including a Can-Can, a Ragtime, a Waltz and a Tango. Egg-stra-ordinary!

#### Lesson summary:

**Warm-up:** follow-the-leader class line, to make a class-circle.

**Insect eggs into insects:** curling up in an insect egg, hatching into a caterpillar, travelling as a butterfly.

**Frogs eggs into baby frogs:** wriggling as frogspawn, dashing as tadpoles, jumping as frogs.

**Duck eggs into baby ducklings:** standing in a line, waddling and swimming gracefully.

**Dinosaur eggs into baby dinosaurs:** stretching, heavy-stamping and freezing in dinosaur-shapes.

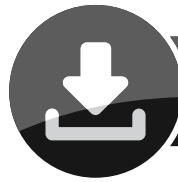
**Egg party:** dance like your favourite animal from today.

#### Movement focus:

- **Body:** Curled up, stretching, crouching
- **Action:** developing animal-movements
- **Dynamics:** light and heavy
- **Space:** varied pathways
- **Relationships:** circle-dance



Content	Guidance	Evaluation
<b>Warm-up.</b> Follow-the-leader class line, to make a class-circle.	Holding hands and skipping round in a class circle, first 'clockwise', then 'anti-clockwise'.	Are you dancing with light, happy steps?
<b>Insect eggs into insects.</b> - curling up in an insect egg - hatching into a hungry caterpillar - travelling as a butterfly.	Focus on: - curled-up wriggling and squiggling (egg) - slow, strong stretches and pushes (hatching) - sliding and munching (caterpillar) - curling tight again (cocoon) - tiptoe steps and wing-flaps (butterfly).	Is there plenty of contrast between the different stages?
<b>Frogs eggs into baby frogs.</b> - wriggling and squiggling as frogspawn - dashing this way and that, as tadpoles - springing and jumping, as frogs.	Focus on: - curled-up wriggling (frogspawn) - changing directions (tadpoles) - crouching low with hands in front, then straightening legs to jump (frogs).	Are you using all the spaces?
<b>Duck eggs into baby ducklings (in a group of about four).</b> - standing in a line and waddling - swimming gracefully - alternating between waddling and swimming.	Focus on: - bottom wriggling from side to side (waddling) - light steps and curving pathways (swimming).	Are the ducklings fluffy and comical?
<b>Dinosaur eggs into baby dinosaurs (in own space).</b> - stretching inside an enormous egg - stamping with heavy, clumping steps - freezing in different dinosaur-shapes.	Focus on: - stretching arms and legs to make body big - making dinosaur steps heavy, lumbering and wobbly - changing shape and size for each new dinosaur.	Is each dinosaur different from its neighbour?
<b>Egg party.</b> Choose to dance like your favourite animal from today.	Choose from caterpillar, butterfly, tadpole, frog, duckling or baby dinosaur.	Can your teacher guess who you are from your movements?

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## 9: Boil it, beat it, toss it, eat it!

In part two of this 'Egg Stravaganza' unit, children experiment with egg recipes, dancing as boiled eggs and dippy-egg-soldiers, then performing actions for mixing, cooking, tossing and catching pancakes. Here, they also serve up their egg-creations in a restaurant scene as waiters and customers.

### Lesson summary:

**Warm-up:** skipping in a class circle.

**Boil it:** moving as an egg dancing round in hot, bubbling water.

**Dippy egg soldiers:** travelling in straight lines with rhythmic marching steps.

**Beat it:** after a wriggle and shake, mixing and preparing pancakes.

**Toss it, catch it:** combining pancake actions into a sequence.

**Eat it:** creating a restaurant scene, as waiters and customers.

**Cool down:** yawns, and rolling down to a curled-up position.

### Movement focus:

- **Body:** Varied jumps and steps
- **Action:** developing an action-sequence
- **Dynamics:** contrasting slow and strong, with quick and light
- **Space:** straight lines and varied pathways
- **Relationships:** creating a class movement 'scene'





Content	Guidance	Evaluation
<b>Warm-up (class circle).</b> Repeat and develop skipping in a class circle.	Be ready to change direction and skip back the other way.	Is everyone skipping together?
<b>Boil it (in own space).</b> Moving as an egg dancing round in hot, bubbling water.	Start with small bubbling movements; stepping from one foot to the other while tapping hands gently together. Movements gradually build and develop into big, energetic bubbling movements with sudden jumps and large claps!	Are your movements gradually building up to the boil?
<b>Dippy egg soldiers...</b> Travel in straight lines with strong, rhythmic marching steps.	The music is in sections (children stop and salute to a fanfare, between each section).	Are the soldiers standing up straight and tall?
<b>Beat it...</b> After a wriggle and shake, children mix and prepare pancakes.	Focus on big, slow, strong, round mixing actions followed by quick, light beating and whisking actions.	Are your mixing movements slow, heavy and 'difficult', followed by quick, light beating and whisking?
<b>Toss it, catch it...</b> Practising pancake actions, then combining them into a sequence.	Use both hands to hold heavy frying pan – shaking it forward and back over the heat to cook the pancake. Use both hands to toss the pancake high in the air, step from side to side as you watch the pancake spin in the air, then catch it again.	Is the timing of the movements well-matched to the changes in the music?
<b>Eat it (class in two groups)...</b> Creating a restaurant scene in movement, as waiters and customers.	<ul style="list-style-type: none"> <li>- Busy waiters carry heavy trays and write down orders.</li> <li>- Hungry customers mime eating either boiled egg and soldiers, or delicious pancakes with lemon juice, maple syrup etc.</li> <li>- Swap groups and repeat.</li> </ul>	Is everyone really performing well 'in role' (as waiters or customers)?
<b>Cool down.</b> Yawns, and rolling down to a curled-up position.	After all that cooking...and eating...the children are feeling very tired. They roll the top half of body down towards the floor and curl up small.	Is everyone relaxed, ready for the rest of today?



## 10: We're going on an Easter egg hunt

For the final part of Egg Stravaganza, we go on an Easter egg hunt in the park, passing a ball across a football-pitch, balancing and spinning on the playground, clambering over climbing-frames and squelching through mud in a search for four chocolate Easter eggs. On finding the fourth egg, groups of four form a line to sit down, one at a time:

*Four chocolate Easter eggs for you and me.  
One gets eaten...so that leaves three!  
Three chocolate Easter eggs for me and you.  
One gets eaten...that leaves two!  
Two chocolate Easter eggs - yum, yum, yum.  
One gets eaten...that leaves one!  
One chocolate Easter egg - nearly all gone.  
It gets eaten...so that leaves none!*

### Lesson summary:

**Warm-up:** developing circle-dance from parts 1 - 2, adding steps forwards and backwards.

**Easter egg hunt:** exploring secret hiding places around the park.

**Across the football pitch:** passing the ball in an imaginary football-game.

**Balance-beam:** taking wobbly steps along the ground.

**Roundabout:** holding hands to spin round.

**Climbing frame:** clambering over and under different parts of the climbing frame.

**Pond:** walking through sticky, slippery, squelchy mud!

**Trees:** skipping between rows of standing trees, weaving in and out to the front.

**Eggs in a line:** sitting down in turn, in response to a chocolate-egg counting rhyme.

**Cool down:** stretching arms, yawning, resting hands, closing eyes...

### Movement focus:

- **Body:** Feet, arms, legs and whole body
- **Action:** dashing and dodging, spinning, balancing, climbing and skipping
- **Dynamics:** light and heavy, angular and jerky, sticky and slippery movements
- **Space:** straight, curvy and zigzag pathways
- **Relationships:** individual, paired, group and class performance



Content	Guidance	Evaluation
<b>Warm-up.</b> Developing circle-dance from parts 1 and 2, adding steps forwards and backwards.	Is the class circle well spread out? Practise skipping in a circle (clockwise and anti-clockwise), then add in two steps forward to 'bow' and stand up, then two steps backward to 'bow' and stand up again.	This may need repeating.
<b>Easter egg hunt (in follow-the leader pairs).</b> Exploring secret hiding places around the park.	Take turns to lead partner along chosen route, focusing on different pathways - straight, curvy, zig-zag etc.	Are your skipping-steps light and happy?
<b>Across the football pitch...</b> Passing the ball in an imaginary game of football.	Dash, weave and dodge across the football pitch. Stretch up tall and reach up to the top of the goal-post to find your first Easter egg.	Are you collaborating well with your partner?
<b>Balance beam.</b> Taking wobbly steps along the ground.	Stretch arms to the side to help balance. Keep looking out for eggs.	Are your steps really wobbly?
<b>Roundabout (in pairs).</b> Holding hands to spin round.	Face your partner and hold onto both hands tightly. Don't get dizzy!	Can you spin together in time with the lilting waltz rhythms?
<b>Climbing frame.</b> Clambering over and under different parts of the climbing frame.	Let go hands from your partner, to free up your whole body. To reach the egg here, bend the top half of body forwards (similarly to the warm up).	Are your movements angular and jerky (like the Tango music)?
<b>Pond.</b> Walking through sticky, slippery, squelchy mud!	Stay close to your partner. Show how hard it is to walk in mud. Then crouch down for the third egg behind a clump of grass.	Are your steps sloppy, sticky and squelchy?
<b>Trees (two pairs together in a row).</b> Skipping between rows of standing trees. Weaving in and out to the front.	Spread out so that the 'back' person can weave in and out to the front. Then the next 'back' person repeats, and so on. Reach high up into the tree for the fourth chocolate egg.	Are your weaving steps happy and skipping?
<b>Eggs in a line...</b> Sitting down in turn, in response to a chocolate-egg counting rhyme.	In group-lines of about four - each person represents one Easter egg. The 'Easter eggs' take it in turn to sit down (starting at the back).	Does everyone wait patiently for the right moment to sit down?
<b>Cool down.</b> Stretching arms, yawning, resting hands, closing eyes...	Arms stretch up above head, then out to the sides, then down to the floor.	Is everyone relaxed and ready for Easter?