

Let's Move

Autumn 2009



School Radio Online

Age: 4-6

CD: These programmes are available to order (for UK schools only) on pre-recorded CDs from:

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These programmes are available as audio on demand from the School Radio website for 7 days following transmission. Refer to the dates below.

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Introduction

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.

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.

Encourage the children to listen carefully right from the start – not just to the presenter but also to the music.

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.

Using these programmes from CD:

These programmes are available to UK schools on pre-recorded CDs (at cost price).

It's simple to mediate the use of the programmes by pausing the CD as directed during the programmes and when you wish to do so yourself. To do this always use the 'pause' button and not the 'stop' button (because the 'stop' button will return the CD to the very beginning). When you're ready to resume either press 'play' or press 'pause' again to cancel it (individual CD players vary).

Each programme on the CDs is made up of several 'tracks'. This allows you to navigate the programme and to replay complete sections by using the 'skip' button (marked <<). The tracks are organised to allow immediate replay of complete sections of the programme. A full track listing can be found in the left hand column of the content grids below.

Podcasts / downloads:

These programmes are available as downloads or podcasts for 7 days following transmission. 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. It is a perfectly suitable alternative to acquiring the programme on pre-recorded CDs, provided you are happy not to use a CD player for playback. More information at the [Podcasts page](#) of the School Radio website.

Programmes are also available as **audio on demand**. The audio on demand is a reliable service – especially on broadband - that allows you to listen to the programme 'streamed' over the internet.

To listen to the audio files you will need to have installed 'Realplayer' on your computer. This commonly-used software is easy to download from the internet if you do not already have it.

Column headings used in these Teacher's Notes:

- **Track** - as noted above.
- **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.

Let's Move and the National Curriculum:

Dance makes a distinctive contribution to the education of all children, in that it uses the most fundamental mode of human expression – movement. Through its use of non-verbal communication, children are able to participate in a way that differs from any other area of learning. It provides aesthetic and cultural education, opportunities for personal expression, and it also introduces students to a wealth of traditional, social and theatrical forms. In a broad and balanced curriculum, this important area of human experience should not be neglected. (Dance in the School Curriculum, a paper by the National Dance Teacher's Association and others)

Dance is acknowledged as a vital ingredient of a child's education in the National Curriculum. The Expressive Arts documents for Scotland and Northern Ireland encourage teachers to develop dance as part of the Arts and PE curriculum.

There is an emphasis on performance and clear indications that dance should be taught in both a creative and a cultural context. The children should be taught to:

- develop control, coordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- perform movements or patterns, including some from existing dance traditions

- explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel.

Warm up:

Your class will benefit from a warm up before the programme begins (if you have time). Yawning, stretching, jogging on the spot and pretending to wash the face and neck are all examples of ways of warming up. Each programme ends with a 'cool down' to prepare them for the return to the classroom.

Feedback:

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

www.bbc.co.uk/schoolradio/contact.shtml

Or you can write to us at:

Let's Move
Room MC3 D5
BBC Media Centre
201 Wood Lane
London
W12 7QT

Unit 1 – Noah

By Katherine Freeman

1: Noah builds the Ark

This unit is based on the Bible story about Noah and the Ark. In this first episode, we are introduced to Noah. He lives happily with his family, but all around him, people are behaving badly. God speaks to Noah and tells him to build an Ark. Noah builds the Ark and gets it ready for the flood. In this programme, children learn a happy dance, then a contrasting angry, stamping dance. They work with a partner, doing different building actions, as they get the Ark ready.

Lesson summary:

Warm up: skipping and jumping

The sun comes out: spreading arms and legs, with fluttering fingers

Happy people: shaking hips, clapping and then skipping around the space

Angry people: stamping around space; shaking fists

Noah chops some wood: pairs – chopping and sawing

Noah builds the Ark: pairs – hammering and painting

The Ark is finished: groups – growing into the Ark

Noah is happy: revisiting movements from The sun comes out

Cool down: curling up small

- **Body:** Stretched and upright, curled up small, arms, legs and feet
- **Action:** stepping in time, clapping, jumping, skipping, stamping, growing, shrinking
- **Dynamics:** contrasts in speed, strength
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner.

Programme structure:

CD 1 Track	Content	Guidance	Evaluation
1	Warm up Children skip around the space. They jump, as though they are splashing in puddles.	Encourage children to make their own pathway, not following anyone else.	Can children skip energetically? Can they jump, with control, when the music changes?
2	The sun comes out Children spread their arms and legs slowly and flutter their fingers, as though they are the rising sun.	Children need to make sure they are in a space of their own. Encourage them to stretch out in a slow, controlled way.	Can children work on their own? Can they show a clear contrast between their small, curled shape, then wide stretched shape?

3	<p>Happy people Children shake their hips, clap on the spot, then skip around the space.</p>	<p>Children need to shake their hips with lots of energy! They should listen carefully to the music, so that they can clap the correct rhythm.</p>	<p>Can children remember the rhythm and keep clapping in time? Can they reflect the happy, energetic style of the music in their enthusiastic dancing?</p>
4	<p>Angry people Children stamp around the space angrily in time to the music. They stop and shake their fists.</p>	<p>Encourage children to make their own pathway through the space, not following anyone else. They need to stamp loudly and shake their fists hard.</p>	<p>Can children remember and repeat the sequence of stamping, followed by shaking? Can they hear and respond to the changes in the music?</p>
5	<p>Noah chops some wood Pair work: children work together making chopping and sawing movements.</p>	<p>Children need to chop, moving their arms with big, fast downward movements, then saw, with smooth, backwards and forwards movements.</p>	<p>Can children work co-operatively with their partner, moving together in time to the music?</p>
6/7	<p>Noah builds the Ark Pair work: children hammer, paint and jump in time to the music.</p>	<p>Help children to remember the sequence of stretching up high, then reaching down low, then to one side, then the other. They need to listen carefully to instructions.</p>	<p>Can children move quickly, remembering their different actions and keeping with the music?</p>
8	<p>The Ark is finished Group work: children work together to slowly grow into the finished Ark.</p>	<p>Encourage the children to imagine the different parts of the Ark and to make their own interesting body shapes e.g. straight and tall for a door, small and round for a porthole.</p>	<p>Are children able to move in a controlled way, as they slowly grow into their Ark shapes? Are they able to make interesting and contrasting shapes with their bodies and hold these still?</p>

9	<p>Noah is happy Children remember their happy shaking, clapping and skipping dance from earlier in the programme.</p>	<p>Encourage children to move with lots of energy. Help them to remember the clapping rhythm.</p>	<p>Can children keep up with the fast clapping rhythm? Can they shake their hips and skip energetically?</p>
10	<p>Cool down Children slowly bring in their outstretched arms and legs, to curl up small and sink down, as though they are the setting sun.</p>	<p>Children need to move in a controlled way, listening and responding to the slow music.</p>	<p>Can children slowly change their body shape, from wide and outstretched to small and curled up?</p>

2: The animals arrive two by two

Noah is told by God to find two of every kind of animal. This second episode includes searching and travelling, as we help Noah look for animals to go into the Ark. The animals enter the Ark and the rain begins. Children remember their happy dance from last time. Then, with a partner, they show the different animals entering the Ark.

Lesson summary:

Warm up: shaking, clapping and skipping around the space.

Cleaning the Ark: skipping; contrasting high and low level positions

Noah searches: controlled slow steps

Noah searches – pairs: controlled steps following a partner

Elephants: big, heavy steps

Tigers: stealthy, elegant steps

Mice: light, quick footsteps

Penguins: waddling steps

Snake: wriggly at high level position using arms

The animals go in: whole group, re-creating animal of choice

The rain begins: fluttering fingers to show falling rain

Cool down: stretches

Movement focus:

- **Body:** Stretched and upright, arms, legs, hands, fingers, and faces
- **Action:** stamping, scuttling, slithering, waddling, creeping, holding still, running, crouching
- **Dynamics:** contrasts in speed, strength
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner

Programme structure:

CD1 Track	Content	Guidance	Evaluation
11	Warm up Children remember their warm up dance from Episode 1. They shake their hips and clap on the spot, then skip around the space.	Help children to clap the correct rhythm. They need to skip with light footsteps.	Can children skip with lots of energy, but in a controlled way? Can they make their own pathway and use the whole space? Can they remember the moves from last time and work independently?
12	Cleaning the Ark Children skip around the space. They reach up high and crouch down low to polish the Ark.	Encourage children to make their own pathway and to use the whole space. They need to polish with small, circular movements.	Can children explore different levels, as they stretch up really high, then reach down low?

13	Noah searches Children creep in time to the music. They then stop and move their heads from side to side, as they search for animals.	Children need to step in time, moving with light, silent footsteps. They should try to anticipate what happens next, as they alternate between creeping and looking movements.	Are children concentrating well and listening carefully to the music? Are they able to alternate their movements and stay in time?
14	Noah searches Pair work: children creep and search as before, but this time with one following the other's pathway. They then run forward and hide. This builds into a stepping/ looking /running sequence.	Encourage children to follow in each other's footsteps and make their own, clear pathway through the space. Help them to stay together when they move at different speeds.	Can children work co-operatively together, take the same sized footsteps and keep the same distance apart? Can they remember the movement sequence?
15	Elephants Pair work: children walk side by side as elephants, into the Ark.	Children should walk with big, heavy footsteps and swing their arms as though they are their trunks.	Can children clearly show the character of an elephant in their movements?
16	Tigers Pair work: children walk side by side as tigers, into the Ark.	Children should walk with graceful, silent footsteps. They should lift up their curled, outstretched fingers, as though these are their claws.	Can children clearly show the character of a tiger in their movements?
17	Mice Pair work: children walk side by side as mice, into the Ark.	Children should scuttle with tiny, light footsteps. They need to hunch their shoulders a little and curl their hands to make their paws.	Can children clearly show the character of a mouse in their movements?
18	Penguins Pair work: children walk side by side as penguins, into the Ark.	Children should hold their arms stiff and straight by their sides, with hands pointing outwards. They need to take small, waddling steps.	Can children clearly show the character of a penguin in their movements?

19	<p>Snakes Pair work: children walk side by side as snakes, into the Ark.</p>	<p>Children should hold their palms together above their head. They need to wiggle their head and body from side to side.</p>	<p>Can children clearly show the character of a snake in their movements?</p>
20	<p>The animals go in Pair work: children decide with their partner which animal they are going to be. One pair makes an archway – the entrance of the Ark – and everyone else goes through this.</p>	<p>Encourage children to really think about the particular gestures and different ways of moving their chosen animal might have.</p>	<p>Can children be creative and use interesting body shapes and ways of moving to depict the animal they have chosen?</p>
21	<p>The rain begins Sitting on the spot, children lift their arms up and down and flutter their fingers, to show the rain falling.</p>	<p>Make sure children are sitting in a space of their own and encourage them to lift their arms up and down with slow, gentle movements. They should flutter their fingers quickly.</p>	<p>Can children work together as a whole class to create an impression of the rain falling? Can they flutter more and more quickly, as the rain increases?</p>
22	<p>Cool down The children lie down in a space and stretch out.</p>		

3: The big flood

In this final episode, the rain comes, but Noah and his family and the animals are safe in the Ark. They go on a long journey across the sea. The rain finally stops and when Noah sends out a dove, it returns with a twig in its beak. Noah and his family have reached dry land. Then God sends a rainbow, which fills the sky. In this programme, children work in pairs to make the Ark and they travel through the space, as though they are being tossed up and down on the rough sea. Finally, there is a big procession of animals and with their partner, children make a rainbow, which fills the sky.

Lesson summary:

Warm up: a reprise of the warm up from last time

Angry people: stamping steps and shaking fists

The Ark sails away: travelling steps with a partner

Sweep up: contrasting forward and backward movements

Feed the animals: jogging with light, quick steps

Noah sends out a dove: moving as the dove, using arms for wings

The animals come out: working with a partner, choosing which animals to be

Rainbow: controlled low to high level movement with a partner

Cool down: stretch on floor; deep breaths

Movement focus:

- **Body:** Stretched and upright, curled up small, arms, legs, hands, fingers, and faces
- **Action:** swaying, growing, soaring, stretching, sweeping, shaking
- **Dynamics:** contrasts in speed, strength
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner

Programme structure:

CD1 Track	Content	Guidance	Evaluation
23	Warm up Children remember their happy, hip shaking, clapping and skipping dance.	Encourage children to skip with light, energetic steps. Help them to think ahead about which dance move comes next.	Can children remember their dance from last time? Can they clap the rhythm and move quickly from one move to another?
24	Angry people Children remember their cross, stamping dance. They travel around the space, stopping to shake their fists.	Encourage children to listen to the music and to step in time. Encourage them to shake their fists when the music changes and to step more and more heavily, as they imagine the water rising.	Can children remember their dance from last time? Are they making their own pathway around the space, not following anyone else? Can they show that the water is rising in the way that they move?

25	The Ark sails away Pair work: children make an ark with their partner, one standing behind the other. At first they sway on the spot, but as the storm grows, they travel together around the space, as though they are being tossed on the waves.	Children need to stand close to each other and move at the same time. Encourage them to bend and straighten their knees and to move gently from side to side. They need to take small steps when travelling together around the space.	Can children co-operate with each other and move 'as one'? Can they travel in a controlled way around the space?
26	Sweep up Children use quick, backwards and forwards movements, as they sweep in time to the music.	Children need to work independently. They should sweep with lots of energy and use as much of the space as they can.	Can children keep going with their brisk sweeping movements and make their own pathway around the space?
27	Feed the animals Children jog around the space. When the music stops, they stop and feed the animals.	Children need to jog with small, light footsteps. They should listen carefully to the music, so that they know when to stop.	Can children make their own pathway around the space and stop straight away with the music? Can they follow instructions – stretching up high and crouching down low to feed the animals?
28	Noah sends out a dove Children move around the room, flapping their arms slowly and soaring up and down, as though they are the dove.	Children need to move slowly and gracefully, gently moving their arms up and down. They should bend their knees, as they soar low, then stretch up high again, as they fly up into the sky.	Can children move slowly with control, as they make their own curvy pathway around the space?
29-31	The animals come out, two by two. Pair work: with their partner, children decide which animal they are going to be and practise this. They then make a line and walk across the space with their partner, as though they are processing out of the Ark.	Children need to really think about how they might show their animal in the way that they move. Encourage them to think about how they use their bodies to show their animal's different features e.g. size, weight, number of legs.	Can children clearly show what their animal is by the interesting way that they move and the gestures that they make?

32	<p>A beautiful rainbow Pair work: children work together to grow into a rainbow. They start off crouched down low and slowly stretch up, curving their bodies towards each other.</p>	<p>Children need to move slowly, from a crouched, curled up shape, to a stretched position. They need to make sure that they are well balanced, with both feet flat on the ground.</p>	<p>Can children work well together and move slowly, with control, as they gradually grow from their curled-up shape and stretch out their bodies?</p>
33	<p>Cool down Children lie down on the floor and take deep breaths.</p>		

Unit 2 – Fireworks

By Sue Burton

4: Shooting stars

This is a unit of two programmes linking to Bonfire Night. It has a simple narrative approach: the children imagine themselves on a dark evening, about to make their way through a crowded field towards the bonfire. They step carefully through the crowd, before beginning work on a dance called Shooting Stars, based on careful hand movements and controlled spins.

Lesson summary:

Warm up: working with a partner, rubbing arms, running on the spot; then stretches and bends; then both sequences put together

Approaching the bonfire: running with quick, light steps; then taking one large, exaggerated step together

Shooting stars – hands: detailed hand movements, clenching fists and spreading fingers

Shooting stars – spins: adding spins to the hand movements, working at a different level

Shooting stars – jumps: adding jumps to the developing shooting stars dance

Cool down: controlled stretches

Movement focus:

- **Body:** Contrasting heights; upright, crouching down small, hands and feet
- **Action:** rubbing, running on spot; arms; spinning and jumping
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** working alone and with a partner

Programme structure:

CD2 Track	Content	Guidance	Evaluation
1	<p>Warm up Working with a partner, children rub one arm and then the other, then run quickly on the spot. The sequence is repeated. The second part of the warm up consists of controlled stretches and bends (also repeated). In the final section of the warm up the two sequences are run together.</p>	<p>Pause the programme when invited for children to find partners, then make sure they are standing in a space. Look for rhythmic movements in time with the music.</p>	<p>Can the children keep in time with the strong beat of the music? Do they respond to the narrative context and show how cold the evening is as they try to get warm?</p>
2	<p>Approaching the bonfire Continuing with their partners, children work on a sequence of making their way through the crowded field towards grown ups who are waiting for them. The movement consists of: i) quick running steps with partner; stop ii) take a big step forward together, with arms stretched out in front After the sequence is practised it is performed 4 times through with the music.</p>	<p>The sequence is practised without the music first. Then, with the music, Justin talks children through the moves on the first two occasions; for the second two the children move without any presenter help. Make sure pairs run towards the spaces and are careful not to collide with any other pairs.</p>	<p>Do children run in time together and make their exaggerated steps together? Are they able to maintain the rhythm of their moves without Justin's instructions for when to start and stop? Do they remember to keep arms stretched out in front for each exaggerated step?</p>
3	<p>Shooting stars – hands The Shooting stars dance begins with hand movements: i) clench one hand into a fist ii) open the fingers quickly iii) clench into a fist again iv) repeat with the other hand Then the movement is developed by shooting the arm forward for ii) above and then alternating both arms to the children's own timing. Then the sequence is developed by shooting arms straight out in front, following by shooting them up high, one after the other.</p>	<p>This sequence is quite long so everyone will need to listen carefully. Look for quick, exaggerated hand movements to convey the sudden explosions of fireworks. There is a strong beat to the music, but children are able to choose the actual beat they adopt when they repeat the sequence in their own time.</p>	<p>Do children listen carefully and respond to Justin's developing instructions? Do they maintain a steady beat in time with the music? Are they able to choose their own beat when they work in their own time, or do they end up following someone else?</p>

4	<p>Shooting stars – spin The upper body movements are developed by adding a spin, like a Catherine Wheel. After a reprise of the shooting star hand movements, children slowly spin around, getting lower and lower until they are on the floor, with eyes closed.</p>	<p>This element of the dance is added after a reprise of the hand movements, without being practised first. Listen carefully for the change in the music from a strong beat to a slower tempo. The sequence ends with children on the floor (but next time through they will not actually sit down). Look for a smooth transition from the hand movements to the spin...and a gradual lowering towards the floor.</p>	<p>Do children maintain a steady rhythm in time with the music? Do they change movement into the spin smoothly and then gradually get lower and lower to the floor?</p>
5	<p>Shooting stars – adding jumps The shooting star movements are repeated, but this time the children add a jump each time they shoot a star. They shoot two individual stars (with Justin's instructions), then carry on doing so in their own time. They continue shooting stars out in front as the music changes and they begin to spin, getting lower and lower. This time they don't actually sit down, but remain on feet, ready for jumping and shooting again.</p>	<p>There are two individual jumps, before the children jump in their own time. Listen carefully for Justin's instructions and maintain a freeze between the first and second jumps. The sequence is repeated so at the end of the spins children should remain on their feet, ready to continue with jumping and shooting stars again.</p>	<p>Do children make two initial jumps in time with Justin's instructions, before jumping in their own time? Do they jump in time with the music? Do they change smoothly from jumping to spinning and then move gradually towards the floor? Do they return to jumping again in time with Justin's instructions?</p>
6	<p>Cool down Stretching arms and legs out wide, then brought together. Slow stand: repeat.</p>		

5: Catherine Wheels

The second programme in this unit about Bonfire Night continues the simple narrative structure of the first. The children imagine being at a fireworks display. They create a dance on the theme of Catherine Wheels, then, when the display comes to an end, they leave the display using the same running and stepping pattern they worked on in the first programme.

Lesson summary:

Warm up: wide stretches and spins using movements from the last programme

Warm up – partners: repeating the warm up sequence, this time with a partner

Shooting stars and Catherine Wheels: reprise of the Shooting stars dance from last time, with the spinning sequence added at the end to create Catherine Wheels

Leaving the display: repeating the quick running steps and long, single steps from previous programme

Rubbing arms and running: repeating the warm up sequence from the previous programme to keep alert by rubbing arms in turn and running quickly on the spot

Cool down: stretches and using the hands and fingers to slowly shoot a few last stars

Movement focus:

- **Body:** Contrasting heights; upright, crouching low, hands and feet
- **Action:** rubbing, running on spot; arms and fingers; spins
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** working with a partner

Programme structure:

CD2 Track	Content	Guidance	Evaluation
7	Warm up Wide stretches from the previous programme; then spins added with arms out wide, then hugging the body. The sequence is repeated.	Make sure that children are standing in plenty of space. The spinning becomes faster – but ensure that the spins remain controlled and that no-one spins so fast that they become dizzy.	Do the children spin with control, getting gradually faster? Do they respond to the instructions and move in time with the music?
8	Warm up – partners The warm up sequence is repeated with a partner. Each member of the pair will spin in turn, so the children decide who will spin first and who second. The sequence is repeated.	Pause the programme if need be so that members of each pair can decide who is going to spin first. Each pair will need plenty of space to spin. Ensure that each pair understands to be aware of their partner's position when they are spinning. The aim is to create the effect of Catherine Wheels, with one firework starting as the previous ends.	Do the children work co-operatively with their partner, taking it in turns to move? Do they use their space carefully, making sure they do not make contact with their partner? Do they co-ordinate their spins for one to begin smoothly after the other?
9	Shooting stars and Catherine Wheels Shooting two individual stars up high (using movements from the last programme) and then continuing in own time. Develops by shooting stars out to the front, then bending knees and spinning to bring the stars down low to the ground. The shooting and spinning sequence is repeated: i) two individual stars; ii) shooting stars in own time; iii) spin and bring stars low to the ground. At the end of the repeat the Catherine Wheel spins are added, with each member of the pair spinning in turn. The complete sequence with Catherine Wheels is repeated.	Make sure that nos 1 and 2 of each pair understand that they will be adding the Catherine Wheel spins and spinning in turn again. This sequence is quite long – about 6 mins of continuous activity – so be ready to mediate and control the movement throughout and be ready also to pause the programme at the end of track 9 for everyone to have a rest if needed.	Do children maintain a steady rhythm in time with the music? Do they change movement into the spin smoothly and then gradually get lower and lower to the floor? Are the children able to maintain their concentration and performance level across the entire sequence?

10	<p>Leaving the display Everyone faces the same way to leave the display. Pairs run forward holding hands, repeating the movement from the last programme. Then they take a big step forward, with outstretched arms, then feet back together. Then move back to starting place and repeat the running/stepping sequence 4 times.</p>	<p>Make sure everyone is at one end of your space, facing in the same direction. Keeping the running sequences <i>short</i> is vital – otherwise pairs will run out of space when they come to repeat the sequence four times. The running/stepping sequence is repeated 4 times – twice with Justin's instructions, twice without. Looks for those pairs who can maintain a sense of rhythm and timing when they have only the music to prompt the movements.</p>	<p>Do the children co-ordinate their running and stepping movements with their partner? Can they maintain the same rhythm without Justin's instructions to help them?</p>
11	<p>Rubbing arms and running Pairs rub arms in turn as they did in the warm up in the last programme (this time to keep awake), then run on the spot. The sequence is repeated.</p>	<p>The context here is that it is late and the children are becoming sleepy – they rub/run on spot to keep alert. The children will need to find a space and be facing the front again. Look for those pairs who can respond to the context by showing how tired they are.</p>	<p>Do the children respond to the context, showing how tired they have become? Do the children perform the movements to a steady rhythm in time with the music?</p>
12	<p>Cool down Controlled stretches; slowly recreating the firework fingers, shooting stars forward one hand after the other.</p>		

Unit 3 – Pirates

By Barry Gibson

6: On the rolling, rolling sea

Welcome aboard the Good Ship Collywobble for a pirate dance adventure in search of buried treasure! In today's programme the children will dress up as pirates, adopt pirate characters, get the Collywobble ship-shape, dance a pirate hornpipe and set sail in search of the treasure!

Lesson summary:

Warm up: reaching high and bending low

The motley crew: upper body and face gestures to convey a pirate character

Sword practice: swishing high and low with an imaginary sword – in plenty of space!

Cap'n Grumble: travelling steps and gestures to convey the ship's captain

Pirate characters: working in pairs to create a movement sequence of two contrasting pirate characters

Scrubbing the decks: quick scrubbing actions low to the ground

Mopping the ship: upright, slow mopping actions

Hoisting the sails: climbing the rigging: working with a partner, pulling and climbing

The pirate hornpipe: working in groups of four to create a celebratory pirate dance: clapping, tapping and climbing rigging

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands and feet
- **Action:** stepping in time, skipping, clapping, tapping, climbing
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space
- **Relationships:** working with a partner, working in a group of 4

Programme structure:

CD2 Track	Content	Guidance	Evaluation
13	Warm up Reaching arms high and sweeping low, like the sea, in time with the music. Then add rolling actions with one hand going over the other, moving higher and lower.	Justin talks the children through all the actions. Make sure everyone sits quickly at the end of the warm up ready to listen – you may wish to pause the programme.	Are the children listening carefully and engaging with the programme? Do they respond accurately to Justin's instructions?
14	The motley crew The children get into character as one of the pirate crew – they use their hands, arms and faces to show how 'rough and tough' they are.	The movement activity is accompanied by a short sequence of music during which the children can strike their pirate gestures and show them off to everyone else. You may wish to pause the programme, so that individuals have a chance to show their pirate gestures to everyone.	Do children find appropriate gestures to convey the pirate character?
15	Sword practice The children continue getting into character with some sword practice – swishing and swashing an imaginary sword, at high and low levels.	Safety is paramount – so make sure everyone is in plenty of space and keep an eye open for anyone in danger of straying towards a neighbour.	Do the children enjoy the opportunity here for a bit of fun while maintaining a sensible distance from neighbours?
16	Cap'n Grumble The children move around the deck as Cap'n Grumble, the incompetent captain. They stagger, look at a map or compass, point directions, etc.	The emphasis here is on having fun and using gesture to convey character. Justin's voice-over gives plenty of suggestions for individual movements during the sequence.	Are the children able to convey appropriate movements and gestures for Cap'n Grumble? Do they respond to the movement suggestions in Justin's voice-over?

17	<p>Pirate characters Working in pairs. Each member of the pair works on their own pirate character, perhaps remembering some of the gestures from the warm up. The suggestion in the programme is to go for a clear contrast between a big, burly pirate and one that is completely timid.</p>	<p>Pause the programme at 46" into the track, after the words 'pause now'. Then let each pair have just a short period of time to work on their pirate characters. You'll need to move between the pairs reminding them of the suggestions and checking on their progress. But don't spend too long on it! When the programme resumes each pair should be standing in a space together, ready to move to the music.</p>	<p>Do the pairs work together co-operatively on their pirate characters? Do they create contrasting characters, following the suggestion in the programme?</p>
18	<p>Pirate characters – music The music track to accompany the pirate characters sequence.</p>	<p>The music lasts about 25". If you'd like to repeat the sequence, simply skip back to the beginning of track 18 as many times as you wish.</p>	<p>Are the children able to perform their dance as a pair, rather than as individuals?</p>
19	<p>Scrubbing the decks Working alone again, the children get down on hands and knees to give the Collywobble's decks a good scrub.</p>	<p>The children need to make simple, repetitive movements with their hands, while moving slowly forward.</p>	<p>How do the children respond to the cleaning challenge? Are they able to convey a real sense of scrubbing...and how hard it is?</p>
20	<p>Mopping the ship After the quick, close movements for scrubbing the children stand up to mop the ship slowly with a mop and bucket.</p>	<p>The children stand up to mop the ship. The movements should contrast with the scrubbing in terms of height and speed.</p>	<p>Are the children able to convey a real sense of scrubbing? Do their movements contrast with the scrubbing in terms of speed?</p>
21	<p>Hoisting the sails and climbing the rigging Working in pairs. The children work in pairs to hoist the sail. They synchronise movements, pulling on an imaginary rope. Then each member of the pair chooses their own pirate music to climb up the rigging, before acting as 'look out' and climbing down again.</p>	<p>The movement is made up of pulling down on the rope, then reaching up to pull it down again. There are two different bits of music for the climbing. Pause the programme when invited to do so to allow each member of the pair to choose their music.</p>	<p>Do the children convey a real sense of climbing? Do they use both upper and lower body movements together?</p>

22	<p>The pirate hornpipe Each pair links arms and moves around the space to find another pair to make a group of about 4. Then, standing in a circle, they practise the 'Pirate hornpipe': i) clapping in time to the rhythm, ii) tapping one foot then the other in time to the music with folded arms, iii) climbing the rigging with climbing actions, as in track 21.</p>	The music sequence for pairs to find each other lasts 20".	Do the groups keep in time together with the music? Are they enjoying working together in larger groups?
23	<p>The pirate hornpipe 2 The dance is repeated with additional movements and gestures.</p>	The dance lasts about 30". To perform it as often as you'd like simply skip back to the beginning of track 23. During the clapping sequence the children move around in a clockwise direction – be ready to point out the direction when Justin asks you to do so! The tapping sequence is this time accompanied by pirate gestures and small movements.	Do the members of the group develop their dance in line with Justin's instructions? Has their timing improved?
24	<p>Cool down Slow, controlled stretches and bends.</p>		

7: On Pirate Island

In today's programme the children are back on board the Collywobble. They get back into their pirate characters, land on Pirate Island, go in search of the buried treasure, then dig for gold where X marks the spot!

Lesson summary:

Warm up: wave movements, high and low, inspired by the rolling waves

Pirate characters: pairs help each other to dress into pirate costume

Jobs on board the Collywobble: contrasting movements to complete a range of jobs on board ship

Rowing to Pirate Island: pairs take their rowing boats ashore

Travelling around Pirate Island: group travelling sequence avoiding various hazards

Searching for treasure: group travelling sequence with slow, exaggerated steps

Celebration dance: a Spanish-inspired dance with hands above heads

Pirate hornpipe: revisiting the pirate hornpipe dance from last time

Back to the ship! Travelling steps across the island followed by rowing actions

Cool down

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands and feet
- **Action:** stepping in time, skipping, clapping, tapping, climbing
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space
- **Relationships:** working with a partner, working in a group of 4

Programme structure:

CD2 Track	Content	Guidance	Evaluation
25	<p>Warm up Making wave movements with the whole body – reaching up high and bending low. Then the same movements are repeated, but travelling around the space.</p>	Justin talks the children through all the actions.	Are the children listening carefully and engaging with the programme? Do they respond accurately to Justin's instructions?
26	<p>Pirate characters Working in pairs, the children adopt pirate characters using 'rough tough' expressions, helping each other to get dressed...followed by more sword practice.</p>	In Justin's voice-over he gives instructions for hats, buttons, buckling belts, getting boots on. The sequence ends with a very brief return to pirate sword practice – make sure that pairs have enough space.	Can children show the different elements of dressing? Are they able to help each other?

27	<p>Jobs on board the Collywobble</p> <p>The pairs work together doing the jobs around the ship – scrubbing, mopping, pulling on ropes and climbing the rigging – all undertaken in the previous programme.</p> <p>At the end of the sequence there is a fanfare for 'land ahoy'. At this moment the children take a step forward, shade their eyes and peer into the distance.</p>	<p>Each of the jobs around the ship is accompanied by its own music (from last time). However, there is no voice-over from Justin to remind the children when to move from one job to the next. If they are unable to remember the correct music for each sequence you may wish to help them by gesturing reminders for the different actions.</p> <p>Listen out for the fanfare.</p>	<p>Are the children able to convey a real sense of the jobs they are doing?</p> <p>Do they move from one job to the next at the right moment when the music changes?</p>
28	<p>Rowing to Pirate Island</p> <p>Still in pairs, the children row to Pirate Island. They sit side by side on the boat, reach forward and pull back on their oars – being sure to keep in time with each other.</p> <p>At the end each pair pulls their boat ashore.</p>	<p>The children should adopt a good rowing position sitting close side by side, straight backs and knees bent.</p> <p>Justin's voice-over will help to keep the pairs in time.</p>	<p>Do the children work together?</p> <p>Are they able to keep in time together as they row?</p>
29	<p>Travelling around Pirate Island</p> <p>Tip-toeing around Pirate Island, being sure to avoid any hazards by making curving, twisting pathways.</p>	<p>The suggestions in Justin's voice-over are:</p> <p>i) hands over heads to protect from falling coconuts, ii) hopping around to avoid snakes and spiders.</p>	<p>Do the children respond to the narrative context?</p> <p>Do they respond to the instructions?</p>
30	<p>Searching for treasure</p> <p>The children get into groups of about 3 or 4 and choose one person to be a leader. Then groups travel, following their leader, in a curving pathway, being sure to follow the leader exactly. There are exactly 8 steps to the travelling pattern. Then each group moves into a small circle and everyone digs using imaginary spades.</p> <p>Then the group links hands together to lift the treasure chest out of the ground.</p>	<p>You will need to pause the programme 13" into the track on the words '...be a leader' so that the children have time to get into their groups.</p> <p>There are 8 steps for the children to travel to – each one counted out by Justin. So they will need to anticipate his voice and move with slow, exaggerated steps in time to his counting.</p>	<p>Are the members of the group able to copy their leader's steps?</p> <p>Do they move in time with Justin's counting from 1 to 8? Are they able to anticipate Justin's counting?</p>

31	Celebration dance Groups stand in a circle with hands above heads (like Spanish dancers). They click fingers in time with the jingles in the music.	It is not important for the children to make any sound as they 'click fingers'. More important is using the thumb and middle finger to make a large circular shape and to create a clicking movement for these in time with the jingling sound in the music track.	Do children make strong clicking shapes with hands above heads? Are they able to keep in time with the music?
32	The pirate hornpipe The hornpipe dance is repeated from last time. The moves are: i) clap hands while walking around in circle; ii) foot taps while striking pirate gestures; iii) climbing up and down the rigging; iv) the Spanish moves from track 31 are added at the end of the dance to create a new ending.	The hornpipe is repeated from last time, but with new movements to end. Look for groups who can quickly recreate the dance from last time and remember the various elements.	
33	The pirate hornpipe – music Music to go with the hornpipe dance described above.	Justin talks through the various moves as the music plays. To replay the dance as often as you'd like simply skip back to the beginning of track 33.	Are the children able to recall the elements of the dance? Are they able to incorporate the new moves for the ending?
34	Back to the ship! Returning to the ship through the hazards described in track 29 – avoiding falling coconuts, snakes and spiders, slurping quick-sands and burning sands. Then rowing back to the ship.	This sequence happens quite quickly and children will need to listen carefully if they are to keep up. Justin describes when to change to avoid each of the hazards, but when children return to their boats they will need to row in time to the music without his voice to help them keep time.	Do the children respond to the narrative context? Do they listen carefully to Justin's instructions and respond at the right time?
35	Cool down Relaxing flat on the deck of the ship.		

Unit 4 – Musicians of Bremen

By Katherine Freeman

8. On the road to Bremen

This unit is based on a fairytale about four travelling musicians, Donkey, Dog, Cat and Cockerel, who set off to seek their fortunes in the town of Bremen. In this first programme children learn the different parts of a travelling dance. You'll find plenty more information on the internet, including this article on Wikipedia: http://en.wikipedia.org/wiki/Town_Musicians_of_Bremen

Lesson summary:

Warm up: clapping and skipping in time to the music

Donkey: jumps and 'kicks' as Donkey

Donkey sets off down the road: first part of a developing step sequence

Dog: wagging arms as tail for Dog

Donkey sets off: reprise of above

Donkey and Dog set off: adding new steps to the developing step pattern sequence

Cat: contrasting stretches and leaps as Cat

Donkey, Dog and Cat set off: adding new steps to the developing step pattern sequence

Cockerel: flapping arms as wings as Cockerel

Donkey, Dog, Cat and Cockerel set off: adding new steps to the developing step pattern sequence

Cool down: controlled breathing on the floor

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands and feet
- **Action:** stepping in time, skipping, clapping, jumping
- **Dynamics:** contrasts in speed, high and low
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner

Programme structure:

CD3 Track	Content	Guidance	Evaluation
1	Warm up Standing on the spot, children clap in time to the music. Then they skip around the space.	Children need to listen to the beat and clap in time. They should move with control as they skip, making their own pathway around the space.	Can children clap and skip in time? Can they move around the space with light, energetic steps, not following anyone else?
2	Donkey Standing on the spot, children have fun 'ee-awing' then jumping and kicking their legs up in the air on the spot, as though they are the donkey.	Encourage children to jump up as high as they can. Make sure they are standing in a big space of their own, as they need lots of room to kick out their legs.	Can children listen to instructions and jump at the right time? Can they show the character of the donkey in their movements and expressions?
3	Donkey sets off down the road Children start working on a travelling dance sequence that will build up over the next few tracks. Part 1: Step forward, 2, 3, 4, clap 2,3,4, Step back, 2, 3, 4, clap 2, 3, 4 (repeat).	Children should walk with small, light footsteps, in time to the music. They must listen carefully to instructions, so that they know when to step and when to clap.	Can children hear the beat of the music and step confidently in time? Can they remember the sequence?
4	Dog Standing on the spot, children have fun panting and waving their arms behind them, as though they are their tails.	Children need to wave their arms behind them with quick movements from side to side. Encourage them to have excited expressions on their faces.	Can children work independently, in their own space? Can they show the character of the dog in their movements and expressions?
5	Donkey sets off down the road Pair work: children repeat part 1. Step forward, 2, 3, 4, clap, 2, 3, 4; Step back, 2, 3, 4, clap, 2, 3, 4 (repeat).	Children should stand side by side with their partner and move with similar sized steps.	Can children work co-operatively with their partner and move at the same time as each other?

6	Donkey and Dog set off Pair work: children now add part 2 of the sequence: - Skip forward, 2, 3, 4, clap, 2, 3, 4. Skip back, 2, 3, 4, clap, 2, 3, 4 (repeat). They then repeat and practise part 1 and part 2.	Children need to listen carefully, as they learn the next part of their dance. They should skip with light, energetic steps.	Can children work well together? Can they keep an equal distance apart, not bumping into each other and moving at the same time?
7	Cat Standing on the spot, children have fun meowing and stretching out their fingers as their sharp claws. Then they leap up and pounce in time to the music.	Encourage children to concentrate and listen carefully for the music cue, then jump up and pounce with control.	Can children clearly show the character of the cat through their movements and gestures? Can they pounce in a controlled way, at the right moment in the music?
8	Donkey, Dog and Cat set off Pair work: children now add part 3 of the sequence: Clap hands together (2 claps), Clap hands with your partner (2 claps), (repeat). They then repeat and practise part 1, part 2 and part 3.	Children should clap their hands gently together, standing close enough to each other to be able to do this easily. They need to clap in time to the music.	Can children continue to work well with their partners, watching and responding to each other's actions? Can they learn the clapping pattern and keep up with the music and instructions?
9	Cockerel Standing on the spot, children have fun, crying 'cock-a-doodle-do!' and flapping their arms as though they are their feathers.	Encourage children to move with quick, bird-like movements and flap their arms vigorously.	Can children stay focused and move in a controlled way? Can they clearly show the character of the cockerel in their gestures and expressions?
10 / 11	Donkey, Dog, Cat and Cockerel set off Pair work: children now add part 4 of the sequence: Jump up and down really high with your partner. They then repeat and practise part 1, part 2, part 3 and part 4.	Children must make sure that they stay in their space with their partner, as they jump up and down on the spot.	Are children able to jump up and down with lots of energy and stay together in their space?
12	Cool down Children lie down on the floor and relax in a space of their own.		

9: Into the forest

Donkey, Dog, Cat and Cockerel continue on their travels together. They arrive at a forest and walk through it, until they come to a clearing, where they discover a house full of robbers. Children remember the travelling dance sequence from Episode 1 and work in groups, to show the animals creeping through the forest.

Lesson summary:

Warm up: clapping and skipping in time to the music

Donkey sets off down the road: reprise of first part of a developing step pattern sequence

Donkey and Dog set off: reprise of second part of a developing step pattern sequence

Donkey, Dog and Cat set off: reprise of third part of a developing step pattern sequence

Donkey, Dog, Cat and Cockerel set off: reprise of the final part of a developing step pattern sequence

Putting it together: the four elements of the step pattern are put together

The animals walk through the forest: contrasting movement and stasis as the children travel in groups of 4

The animals creep up to the robbers' house: contrasting heights and steps, working in groups of 4

The animals climb up at the window: developing the movement, remaining in groups of 4.

Cool down: controlled breathing down on the floor

Movement focus:

- **Body:** Tall and upright, crouched down and small, hands, arms and feet
- **Action:** stepping in time, skipping, clapping, jumping, creeping, climbing
- **Dynamics:** contrasts in speed
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner, group work, leading and following

Programme structure:

CD3 Track	Content	Guidance	Evaluation
13	Warm up Standing on the spot, children clap in time to the music. Then they skip around the space. They alternate between clapping and skipping.	Children need to listen carefully to the beat. They should move with light, steps, as they skip around the space.	Can children move in time and anticipate what they need to do next? Can they make their own pathway through the space, not following anyone else?
14	Donkey sets off down the road Pairs: remembering part 1: Step forward, 2, 3, 4, clap, 2, 3, 4. Step back, 2, 3, 4, clap, 2, 3, 4, (repeat).	Children should step with light footsteps, moving at the same time as their partner, with the same sized steps.	Have children remembered part 1 of the sequence from last time? Can they move with more control, staying together, side by side?

15	Donkey and Dog set off Pair work: children remember part 2: Skip forward, 2, 3, 4. Clap, 2, 3, 4. Skip back, 2, 3, 4. Clap, 2, 3, 4 (repeat).	Children need to skip energetically and keep the same distance apart.	Have children remembered part 2 of their dance sequence from last time? Are they still working closely with their partner? Are they showing a clear contrast between their stepping in part 1 and skipping in part 2?
16	Donkey, Dog and Cat set off Pair work: children remember part 3: Clap hands together (2 claps), Clap hands with your partner (2 claps), (repeat).	Children need to remember to face their partner and clap their hands gently together. They should stand close enough together to be able to do this easily.	Have children remembered part 3 of the sequence from last time? Are they quickly able to get into the correct position – facing each other to clap? Are they clapping energetically, in time to the music?
17	Donkey, Dog, Cat and Cockerel set off Pair work: children remember Part 4: Jump up and down on the spot.	Encourage children to jump as high as they can, with light feet.	Can children stay in their own space as they jump? Can they jump in time with their partner?
18	Putting it together Pair work: children now put part 1, part 2, part 3 and part 4 together.	Children need to concentrate as they remember and put together the whole sequence. Encourage them to always be aware of their partner and to move in time.	Have children managed to remember this whole dance sequence? Can they think ahead and anticipate what comes next? Can they respond quickly to the instructions and the music?
19	The animals walk through the forest Groups of four: the children decide who they are going to be – donkey, dog, cat or cockerel. They step silently through the forest, as their animal. When the music stops, they stop too, each making a different frightened gesture.	Children need to creep silently, one behind the other, in time to the music. They need to listen carefully, so that they know when to stop and listen.	Can children step in time, with silent footsteps, then stop at just the right moment? Are they able to clearly show the characters of the animals through their expressions and gestures?

20	<p>The animals creep up to the robbers' house Groups of four: children alternate between two contrasting steps - fast and high, slow and low to the ground.</p>	Children need to show a clear contrast between their different types of steps, stretching up as high as they can to tip-toe quickly, then crouching down very low to creep slowly.	Can children follow each other's pathway through the space? Can they show a clear contrast between their fast and high and slow and low steps?
21	<p>The animals climb up at the window Groups of four: children step on the spot, reaching up as high as they can. They start off crouched down low, then gradually reach up, higher and higher.</p>	Encourage children to crouch down as small as they can, then reach up slowly, until they are stretching up, hands above their heads, as high as they can.	Can children move with control from a low, crouched position to a high, stretched shape?
22	<p>Cool down Children lie down on the floor in a space of their own and relax.</p>		

10: The robbers get a big fright

Donkey, Dog, Cat and Cockerel frighten away the robbers, then have a feast to celebrate. But when they are asleep, one of the robbers returns to the house to investigate. The animals give him a nasty fright and he runs away, never to return. The animals live happily ever after together in the forest. In this episode children perform their travelling dance. They work on a sequence, which includes the creeping steps that they have been practising and a happy celebration dance.

Lesson summary:

Warm up: alternate clapping and hopping

Donkey sets off down the road: reprise of first part of a developing step pattern sequence

Donkey and Dog set off: reprise of second part of a developing step pattern sequence

Donkey, Dog and Cat set off: reprise of third part of a developing step pattern sequence

Donkey, Dog, Cat and Cockerel set off: reprise of the final part of a developing step pattern sequence

Remembering the whole sequence: children put together the complete step sequence

The animals creep up to the robbers' house: reprise of contrasting heights and steps

The animals climb up at the window: reprise of climbing from Episode 2

The animals do a happy dance: revisiting the dance from the warm up

A robber comes back: contrasting movement and stasis with the class divided into two groups

Cool down: controlled breathing on the floor

Movement focus:

- **Body:** Tall and upright, curled up small, faces, arms and feet
- **Action:** stepping in time, skipping, clapping, jumping, creeping, climbing
- **Dynamics:** contrasts in speed, volume
- **Space:** awareness of different levels, moving in a controlled way around the space, making your own pathway
- **Relationships:** unison, working with a partner, group work, leading and following, dividing the class in half – each half working together

Programme structure:

CD3 Track	Content	Guidance	Evaluation
23	Warm up Standing on the spot, children work on a happy warm up dance that will be used later. They alternate between clapping and hopping around the space.	Children need to clap in time to the music and move with control as they hop, making their own pathway around the space.	Can children clap in time and anticipate what comes next? Can they make their own pathway? Can they show lots of energy and enthusiasm?
24	Donkey sets off down the road Pair work: with their partner, children remember part 1 of the sequence, first with the presenter telling them what to do and then on their own.	Children need to be focused, working co-operatively in their own space with their partner and listening carefully to the instructions.	Can children remember part 1 of sequence from last time? Can they work independently, thinking ahead and stepping in time to the music?
25	Donkey and Dog set off Pair work: with their partner, children practise part 2 of the sequence, first with the presenter telling them what to do and then on their own.	Children need to make sure that they are still in their own space with their partner. They need to keep the same distance apart, staying in line with each other.	Can children remember part 2 of the sequence from last time and work independently? Can they skip at the same pace as each other? Can they show an even clearer contrast between the steps in part 1 and part 2?
26	Donkey, Dog and Cat set off Pair work: with their partner, children practise part 3 of the sequence, first with the presenter telling them what to do and then on their own.	Children should listen carefully to the beat and clap gently in time with their partner. Make sure they are standing close together.	Can children remember part 3 of the sequence from last time and work independently? Can they clap in time, facing their partner?
27	Donkey, Dog, Cat and Cockerel set off Pair work: with their partner, children practise part 4 of the sequence.	Children should jump as high as they can, with lots of energy!	Can children jump up high, but with control? Can they stay in their space with their partner? Can they continue to work independently?

28/29	Remembering the whole sequence Pair work: children perform the whole dance sequence, putting parts 1, 2, 3, and 4 together.	Children need to think ahead and try to remember and anticipate what happens next. Encourage them to dance with light footsteps.	Can children remember the whole sequence, from beginning to end? Can they work co-operatively with their partner, staying together and making a polished dance sequence?
30	The animals creep up to the robbers' house Pair work: in their pairs, children remember their creeping steps from Episode 2 and show how the animals creep up to the robbers' house. They use two contrasting steps: fast and high, slow and low to the ground.	Children need to show an even clearer contrast between their fast and high and slow and low steps and try to creep silently.	Can children follow each other's pathway through the space? Can they move quickly from a high, stretched position to a low, crouched position?
31/32	The animals climb up at the robbers' window Pair work: children remember their climbing movements from Episode 2. They climb on the spot with their partner, stretching up as high as they can. Then they wobble and fall to the floor.	Children need to really stretch up as they climb. They should listen carefully for the loud part in the music, which tells them when to fall to the floor.	Can children move slowly from a low, crouched shape to a high, stretched position? Can they stretch up high, wobbling faster and faster on the spot, then tumble gently to the ground?
33	The animals do a happy dance Children remember the clapping and hopping dance that they practised in the warm up. They alternate between clapping and hopping.	Children need to really listen to the beat and clap in time. They need to move with lots of energy, but also with control, as they hop around the room.	Can children hear the beat and move in time, making their own pathway through the space? Can they work independently and anticipate what happens next?

<p>34/35</p>	<p>A robber comes back Class divides in half: the animals do their happy dance, then go to sleep. The robbers creep around the sleeping animals, using the creeping steps that they have been practising. At the end of the sequence, the animals wake up and frighten the robbers.</p>	<p>The animals need to lie still and the robbers move with careful, silent footsteps around the space, taking care not to step on anyone! Everyone must listen carefully to instructions and, at the end, 'freeze!' immediately – with appropriate expressions on their faces.</p>	<p>Can children remember the steps they have been practising and work together to make this whole dance sequence? Can they make some good expressions and really hold their frozen positions?</p>
<p>36</p>	<p>Cool down Children lie down in a space and breathe deeply.</p>		